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There is no limit

to what can be accomplished

if it doesn't matter

who gets the credit.

—EMERSON

THE ADVANCEMENT
OF UNDERSTANDING
AND SUPPORT
OF HIGHER EDUCATION

A Conference
on Organizational Principles
and Patterns
of College and University
Relations

Held at the Greenbrier
White Sulphur Springs,
West Virginia
February 27 — March 1, 1958

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The American College Public Relations
Association

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FOREWORD

THIS publication is an outgrowth of the cooperative efforts of the American College Public Relations Association and the American Alumni Council. Both the study which is reported here and the publication itself were made possible by a grant from the Ford Foundation.

The study was initiated by the American College Public Relations Association, prompted by the realization, in the long run:

—*that the very survival of western civilization, as we know it, may depend on the strength and quality of American higher education;*

—*that what happens to the strength and quality of American higher education depends, in no small measure, on the degree to which the public really understands and is willing to support our colleges and universities;*

—*that the advancement of such public understanding and support will depend almost exclusively on improving the effectiveness of individual institutional programs which are designed and carried out to achieve these ends.*

If these premises are sound, then there is real urgency for individual colleges and universities to establish and develop their own programs to advance public understanding and support of higher education in general, *and of their own institutions in particular.*

The questionnaire and interview studies conducted by the American College Public Relations Association indicated clearly that colleges and universities generally were desirous of improving their programs in these areas, but that there were no established guideposts, patterns of organization, principles or objectives to guide such institutional development. That study, the Greenbrier Conference on Advancing Understanding and Support of Higher Education, and this publication have all been designed to help individual colleges and universities establish or improve their public relations.

alumni relations, and financial support programs because of the urgency and the importance of the premises mentioned above.

Briefly stated, the conclusions of the Greenbrier Conference participants were as follows:

1. That not only do the *functions* of public relations, alumni relations, and fund raising exist in some form on each of our campuses, but there was general agreement on the growing importance, the objectives, and the ingredients of sound programs in each of these functional areas;
2. That each one of these major functions is an essential part of a broadly conceived program of institutional advancement;
3. That the need for organizational and administrative co-ordination of these and related functions *is* essential;
4. That while there is no single "best" organizational pattern for achieving this administrative co-ordination at the institutional level, yet in the administration of each college or university, regardless of size or type, there are some common principles and practices of good organization and management that are equally applicable;
5. That the decision as to what *is* the most appropriate organizational pattern for any given institution is obviously a decision to be made by that institution;
6. That there was a clear recognition of the need for an upgrading of the qualifications of the personnel performing administrative duties in these areas of institutional administration;
7. That while there was no agreement on any percentage formula for budgetary allocation for these institutional functions (since any one institution may have far greater need for intensified effort than other institutions), yet there appeared to be general agreement on the need to *increase* proportionately the budgetary allocations for these activities.

The joint study committee is indebted to many persons for their significant contributions to the success of the Greenbrier Conference. We wish to give special recognition and thanks to the six keynote speakers who provided so many thoughts and so much stimulation at the conference itself. We deeply regret that space limitations, and the nature of this narrative report, prevent the inclusion of the full text of their remarks in this publication. The keynote speakers and their topics were as follows:

"Modernizing Mark Hopkins"—Paul C. Reinert, S.J.

"A Negative, a Positive, and a Passive Look at Public Relations"—W. Howard Chase

"The Changing Challenge to Alumni"—J. L. Morrill

"Winning Financial Support for a College"
—Arnaud C. Marts
"Development Comes of Age"—H. J. Heneman
"Balance Sheet—1913-1958"—George Boas

I would like to express my personal appreciation to each member of the Joint Committee for patient and unselfish devotion to this task over a period of many months. I can say honestly that I had never before seen any group work with such harmony and with such high professional competence to achieve a common goal. It is a tribute to both the American College Public Relations Association and the American Alumni Council that their representatives lived through this experience together with a singleness of purpose that erased completely any possible dividing lines of professional or personal interest.

The significant and difficult assignment of converting the study findings and the voluminous conference discussions into an understandable and readable report was undertaken by Mr. William E. Porter, associate professor of journalism, State University of Iowa. I know I speak for all members of the Joint Committee when I commend Mr. Porter for an outstanding creative job as the *rapporteur* for this project.

My special thanks go to Miss Eleanor Bergfeld, director of foundation relations, Washington University, whose outstanding service as committee and conference secretary substantially improved the effectiveness of the entire undertaking.

Higher education itself is indebted to Lynn Poole, director of public relations, Johns Hopkins University. It was his foresight and initiative in appointing the Study Committee and identifying its responsibilities which made the entire undertaking possible.

Obviously, the questions raised in these pages merit and require further study by the best minds available. It is our sincere hope that this study will hasten the day when American higher education is receiving the support it deserves from a public that understands and appreciates the role of this fundamental ingredient of a free society.

E. H. HOPKINS, *Chairman*
Joint ACPRA-AAC Study Committee

INTRODUCTION

INTRODUCTION

IN THE years since the end of the second World War, a new administrative area in higher education clearly has emerged. It is an area which does not even have a commonly-understood name, as yet; it is sometimes called Development, sometimes called University (or College) Relations, and sometimes a man, rather than the job, is given a title and simply called Assistant to the President.

The precise dimensions of this new area also lack definition. It may include more than a dozen functions, ranging from student recruitment to the management of research contracts. Operationally, it sometimes is defined in terms of what it is not: It may be almost everything that is *not* teaching—research, student services, or business-plant operations. Some of its components, however, are clear at first glance; it obviously includes public relations, alumni relations, and fund raising.

The recognition of this new area of administration grew out of the realization on many campuses that these three activities, in particular, obviously have much in common and, just as obviously, often work at cross-purposes. It grew also out of increased understanding of the great burden of the college presidency in the middle of the twentieth century, and the need to give order to the elements in this burden in such a way that the college president can make first things truly come first. Finally, it grew out of the obvious need for co-ordination of bits and pieces of administrative structure into a platform which can support the institution of higher education in its central job, which is teaching and the advancement of knowledge.

The need for a new look at the co-ordination of these non-teaching areas was recognized by the special study committee of the American College Public Relations Association which was appointed by the president of that organization in 1956. In its deliberations this committee held a series of exploratory meetings, including some with college presidents. Through these discussions the committee came to the conclusion that there was need for a major study which would attempt to set out organizational principles and provide guidance for all institutions of higher education, regardless of size.

The committee saw at least three major steps in the development and presentation of this material. It conducted a mail questionnaire of the ACPRA membership; it set up a conference which would bring together the best people available from many fields for informal but intense discussion; and it decided upon a publication in the form of a final report.

A request for financial support of the program was made to the Ford Foundation. The language of the request defines the objectives of the program and of the conference which was its most important element:

> . . . the results should help considerably in genuine understanding of the problems in the following areas:
>
> *The college or university presidency.* It is impossible any longer for the president to perform well and promptly *all* the duties he has historically performed and is today expected to perform. By far the largest number of his day-to-day duties and distractions are in the broad area of public relations, internal communications, fund raising, and other demands not directly connected with the formal educational program. . . . It is both important and urgent to determine and evaluate various means by which the physical and mental burdens of the presidency may be lightened.
>
> *Relationships between and among the various administrative areas concerned with public relations, alumni relations, fund raising, and institutional development.* . . . The study should provide a basis for determining sound organizational patterns of administration in these areas. It is not expected that the results will demand conformity in such patterns, but rather common purposes and commonly accepted relationships which should exist on most campuses between and among the various functions.
>
> *Qualifications of administrative personnel in* [*these*] *areas.* . . . The study should provide the background of understanding necessary to develop more accurate descriptions of the administrative and professional positions in these areas.

> *The need for public confidence in higher education.* Higher education in this country will succeed only to the extent that the public permits it to succeed. The level of public support of the individual institution will depend very largely upon the degree of public confidence created in that institution. . . . The hypothesis of the committee is that the effectiveness with which each institution deals with the problems described . . . above will largely determine the amount of public confidence and support which the institution receives.

It also became apparent to the ACPRA committee that the American Alumni Council could provide uniquely significant co-operation in this enterprise. The AAC, therefore, was invited to join in sponsorship, and a study committee from that organization joined the special committee of the ACPRA in the summer of 1957. The joint, single ACPRA-AAC committee has been responsible for the direction of the program since.

This, then, was a program designed to discuss the problems of administrative management in the areas of public relations, fund raising, alumni activity, and institutional development—and the ways in which they should be co-ordinated and administered. It has been concerned primarily with the *internal* mechanism of the college or university, not its relationship with the rest of society. Its purpose has been, and therefore the purpose of this report is, to give as specific an account as possible of the ways in which specific relationships in administration should be fostered.

The most important element of the program was a three-day meeting at The Greenbrier in White Sulphur Springs, West Virginia, February 27 through March 1, 1958. There were some seventy participants; the full list appears in an appendix. These included college and university presidents; members of both sponsoring associations, the American College Public Relations Association and the American Alumni Council; members of governing boards and trustees; representatives of industry, government, and professional management, public relations, and fund raising organizations. The group was chosen by the sponsors on the single basis of the participant's known ability to contribute to the discussion. Although there was no attempt at balanced representation in terms of geography or private and public institutions, a good cross-section of American higher education resulted.

Because most of this report is drawn from the Greenbrier meeting, it may be of value to describe briefly the mechanics of the conference, which was officially titled "The Advancement of Understanding and Support of Higher Education—A conference on organizational principles and patterns of college and university relations." The seventy-plus attending were divided into five discussion groups, each of which held four sessions. Each group was arranged so that it contained a sampling of the various specialists; care also was taken to see to it that no two people from the same institution were in the same group (it was felt that a subordinate might be somewhat inhibited in his discussion of his problems if his superior were in the room). Meetings of the five groups were held concurrently, and the membership of the groups remained the same, regardless of subject, throughout the conference. Thus, the same groups considered, in order and at the same time:

Public Relations
Alumni Relations
Financial Support
Internal Organization and Management

A stenotypist was present at each meeting of each group and a complete transcription of the discussion taken down. It was explained to the groups that the transcription was to be used only in the preparation of this report, that it would under no circumstances be made public, and that there would be no attribution of remarks to any identifiable individual. The purpose of this, of course, was to provide an atmosphere for the most candid talk possible. A reading of the transcript indicates that it was candid indeed.

Five keynote speeches also were delivered, one at the opening of the conference and one before each of the concurrent sessions. These secondary keynote speeches were designed to provide a basis for the discussion which followed immediately. Hence, the session on public relations was preceded by a keynoter on that subject, and so on throughout the conference.

The conference was concluded by a panel discussion with five college presidents participating. This also was unprepared and unstructured talk, in general, reaction to the preceding discussions.

The more than 1,600 pages of stenotyped transcript which resulted from the conference provide most of the meat of this report, and repeated references will be made to the discussion in the pages that follow. There has been no attempt to prepare a representational summary, nor is there any pretense that this document represents everything that was said. Some elements which were discussed relatively briefly at the conference but seem to be of considerable importance in retrospect have been expanded here; some others which took more time with much less result have been disregarded. Like all good group talk, the Greenbrier conversations sometimes wandered into interesting but irrelevant bypaths. Some discussion groups also chose to emphasize elements of each subject that other groups hardly touched.

This report is an impressionistic summary written by a *rapporteur* who had no previous connection with either of the sponsoring groups. He sat with the planning committee in two sessions before the Greenbrier meeting, attended the conference as an observer, and then sifted the mass of material which resulted. Other sources of material have been tapped as well; the self-study of the American College Public Relations Association (see appendix), the series of briefing papers which were mailed to participants before the conference was held, even the letters which were written to the sponsors after the meeting was over. The bulk of the material, however, is drawn from the transcripts.

No account of a meeting, it should be pointed out, can convey a true picture of what went on. Words after the fact are cold, and the necessity to condense often drains the life out of them—particularly when such abstractions as "dedication" and "co-operation" and even "co-ordination" are involved. In print, these often seem hopeless clichés. In the give-and-take across the conference table, in the human context, they take on warm reality. The exchange between the alumni secretary of a small southern college and the president of a metropolitan university about the school's responsibilities to its alumni, for example, has great significance in its cast of characters alone, but a three-line summary almost inevitably will indicate nothing more than an exchange of bromides.

The most important facts to be reported about the Greenbrier meeting are that the people listed in the appendix were there; that they worked hard and talked candidly; that they unmistakably advanced in their own thinking about certain key problems; and that therefore the things they said to each other will have real meaning in the future of American higher education.

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THE COLLEGE AND ITS INTERNAL ORGANIZATION

THE COLLEGE AND ITS INTERNAL ORGANIZATION

IN MOST American institutions of higher education there is a clear need for administrative co-ordination of the functions of public relations, alumni relations, and the solicitation of financial support. This usually implies the supervision of these activities by a single executive office.

This is the most important result of ACPRA-AAC's joint study of the internal organization of colleges and universities. It represents not only the consensus of the lengthy Greenbrier discussions, but near unanimity.

The key word is *functions*: the *functions* of public relations, alumni relations, and the solicitation of financial support. Almost every institution of higher education in the country works at these things, effectively or poorly as the case may be. In the very small college, all may be the responsibility of a single man (which automatically takes care of the problem of co-ordinating). In the large universities, it may involve a total staff of forty or fifty. The number of people involved is not essential to the concept of a unified program; the fact of co-ordination and the recognition of this new area of administration as an entity *is* essential and applies to institutions of all sizes.

The pulling together of these areas under a single command does not necessarily have to be translated in terms of hiring a new top-level administrator. In institutions where there is no co-ordination, however, it does imply the adding of a new function. It may be discharged by the appointment of two men, or even a committee. Getting the job done is the basic consideration, and, although much of the discussion which follows is in terms of a single administrator, it must be remembered that this is not necessarily the only successful pattern.

Nevertheless, it is easier to talk about people than it is to talk about structural concepts. This proved true in the Greenbrier discussions. The only difficulty with this casual personification of what everybody agreed was essentially a function was in finding an accurate and convenient title.

The problem of title is no small one; it even complicates this report. As colleges and universities which have moved toward this pattern of organization have worked out the specifications of the job, each has arrived (sometimes at random, it might be suspected) at a title for the man who occupies it. The resulting confusion can be indicated by the titles of a few of the people attending the ACPRA-AAC conference: Director of Development, Vice-President-Executive Assistant; Vice-President and General Secretary; Vice-President for Development and Public Relations; Assistant Chancellor for Planning and Development; Director of University Relations.

It was agreed early in the Greenbrier proceedings that finding an appropriate title which could come into general usage to describe this function would itself be a genuine contribution. These suggestions were advanced seriously:

Director of (or Vice-President for) Planning and Development
Assistant to the President
Secretary of the College (or University)
Vice-President for College (or University) Advancement
Director of College (or University) Relations

There are obvious difficulties attached to each of these. The chief limitation of "development" is that, in many minds, it is associated exclusively with fund raising. "Assistant to the President" indicates nothing of administrative responsibility; it is a contradiction in terms because it gives a "staff" title to a "line" officer. "Secretary" generally has had a primary association with record-keeping; "Advancement" may imply to some that all of the elements of the college not under the supervision of this functionary are not advancing; "University Relations" is vague.

A title involving the word "development" is in most common usage and is perhaps the most descriptive, but it is significant that most of the Greenbrier conferees made a deliberate effort to avoid it. A variety of informal terms actually were most used. These included "Mr. X," "Mr. Big," and even "Vice-President for Miscellaneous Matters."

Obviously, none of these seem to be very promising.

Nor is the term which, for the most part, will be used in this report—*co-ordinating officer*. It is used here because, in this special context, its meaning is clear.

The problem of a selection of title is not a small one. One of the problems in bringing about a change in administrative structure is selling the concept to the members of the faculty and other administrators, and the overtones of a new title can be very meaningful.

What Does "Co-ordinating" Mean?

The proposal to the Ford Foundation, quoted above, refers to the overburdening of the college president. During the past decade there has been increasing recognition of this problem, and a variety of programs and experiments are under way which attack the problem of making lighter the load. There is a growing fear throughout higher education—with college presidents more fearful than any others—that an increasing share of the president's time has to be devoted to purposes other than educational leadership. The college president needs help.

He needs help not so much in making major decisions as in seeing that they are carried out. He does need help in decision-making in specialized operational areas. He needs help in gathering facts on which decisions are based. He needs help in bringing about better internal communications. He needs help in his function as the general manager of the educational enterprise.

It has been generally agreed by specialists in educational management that no more than five or six people should report directly to the president. One of the presidents at the Greenbrier meeting has 22 administrators who report directly to him; another was cited who has 24. Some of these can report to a co-ordinating officer immediately below the presidential level in most matters.

The co-ordinating officer thus serves as an extension of the presidency in the business of management. It is not his job to *make* policy, although he obviously functions at the policy level. He will consult on it, provide information important in its making, and then assume his share of the responsibility for putting decisions into detailed operation. He will interpret policy to those under his direction, and thus directly or indirectly to the whole educational institution.

It would be naive to say that the interpretation and implementation of policy does not also affect policy itself. This is one of the hazards to the college presidency in the creation of a new position. The day-to-day spokesman for an aspect of the presidency may come to be regarded as a part of it in all its aspects. This was the first reaction of some of the presidents at the ACPRA-AAC meeting; one announced, in effect, that he had no intention of abdicating his position, and another commented that "this seems to be a scheme for making the co-ordinating officer instead of the president the most overburdened man in education."

Neither of these things should be true. One of the clear implications of the unification of this new area of administration is that the president must learn how to use it to strengthen his own position. Time once spent with public relations men or a fund raising specialist can now be spent on policy matters rather than operational matters. Some of the time spent reading lengthy reports from specialized nonacademic areas could now be spent thinking about, of all things, education. Such a position, properly set up and properly used by the president, can free much of his time and energy for educational leadership, and it is educational leadership which in the long run is the difference between a mediocre and a great college president.

Specifically, the co-ordinating officer can do these things:

—Organize and direct a team of nonacademic specialists in such a way that they communicate and work together efficiently. The precise make-up of the team will vary from institution to institution, but it is the assumption of this report that those in charge of public relations, fund raising, and alumni relations in most cases will be members of the team. Other possible areas are discussed later in this chapter.

—Summarize and report upon the work of this team to the institution's president; report back to them in detail from the president's office. This does not mean that all direct contact with the president's office is shut off for people in these areas. Each will continue to consult with the president on problems to which the specialist's detailed professional knowledge has application.

—Serve as a member of the president's immediate staff in policy-making and planning. In effect, the co-ordinating officer is a special advisor representing several nonacademic areas. The degree of his responsibility in this cabinet-member relationship, obviously, depends both upon the co-ordinating officer and the president.

The co-ordinating officer, then, serves in both a staff position (in that he serves as a member of the president's staff and in many ways as an assistant to the president) and a line position (in that he administers a well-defined area of his own, with staff members under his supervision). In the course of a day he might report to the president about the progress of annual alumni giving, consult with the president and the public relations director about the language of a major news release concerning university policy, accompany the director of fund raising in a call upon the chairman of the board of a manufacturing concern, meet with the academic dean about the preparation of requests for foundation money to aid a research program, and chair a meeting of his own staff with representatives from the business and academic areas to talk about the long-range campus building program.

What Areas Come Under the Co-ordinator?

This study of the American College Public Relations Association and the American Alumni Council is devoted primarily to the areas of public relations, alumni relations, and fund raising. It is the clear consensus of the people who have co-operated in the study that these three areas, at least, belong under the purview of the co-ordinating officer. This is apparent in the results of the ACPRA self-study (see appendix), as well as in the proceedings of the Greenbrier meeting.

One other area is generally associated with the co-ordinating officer—that of planning and institutional growth. American institutions of higher education are aware today, as never before in their history, of the necessity for making plans, and any chart of projected enrollments and financial need explains why.

There is no reason why the co-ordinating officer *must* serve also as chief of staff in planning, but there are logical reasons for his doing so. Along with the presidency, his position affords unique insight into the interlocking parts of the institution. He has direct charge of the critical administrative areas which have the responsibility of building public acceptance, interest, and support in any planned expansion or improvement program.

Obviously, no co-ordinator can make a final decision about, say, a new school of pharmacy. Neither can he pass definite judgment on the proper kinds of plumbing for a new men's dormitory or the best site for a golf course. In his function as a planner, he also must be primarily a co-ordinator. Planning for elaboration of academic programs will involve, most importantly, the dean of faculties and the president himself; the business manager and the physical plant specialists are of key importance in problems of space and utilization. As director of planning, the co-ordinating officer helps others work more effectively; he serves as a catalyst.

Several other areas seemed to the Greenbrier conferees to belong logically under this administrator. Generally, people from these areas were not represented at the Greenbrier conference (although over-all management specialists were), and they have not been consulted in any formal fashion. Obviously, there is need for further investigation and discussion in regard to the placement of any of these under the co-ordinating officer.

High School Relations and Student Recruitment. This does not mean admissions, which belongs normally under academic control. Presenting an attractive picture of the institution to potential students, however, is a part of public relations and alumni activity.

It was pointed out at the Greenbrier conference that the rise in enrollment projected for the next two decades does not mean that student recruitment can now be neglected. Most institutions will still be concerned with getting the *kind* of students they want, and higher education as a whole always will be concerned with the problem of the student's finding an institution which will suit his purposes best. The delicate public relations problem of refusing students also will increase in many institutions.

Industrial Liaison. This kind of program varies greatly from campus to campus; it implies far more than corporate contributions. It may include opening doors in industry for faculty members as consultants or special employees; the encouragement of co-operative education programs (but not their administration); arrangements for special lecturers and instructors from industry; the establishment of scholarships. The co-ordinator's office in some institutions also is directly responsible for the supervision of contract research; this function especially was suggested by several participants at the ACPRA-AAC conference. There are great opportunities in most institutions for further development of mutually beneficial relationships with industry.

Continuing Institutional Self-Study. In this capacity, the co-ordinator serves as the chief internal information officer of the institution. He is responsible for maintaining a clear picture of the institution's dimensions, both physically and intellectually, and of checking its progress against its objectives. Essentially, this is a fact-finding job; it provides information for the president and for the governing board. Recent years have seen many institutional self-studies, and some institutions are now putting this activity on a permanent basis.

Legislative Relations. At least one other area has been suggested as the responsibility of the co-ordinating officer in some institutions. In tax-supported institutions, it is the area of relationships with legislative bodies.

This is a key function for the tax-supported institution, and it was the general feeling of representatives at the Greenbrier meeting that it cannot be regarded simply as another kind of fund raising.

Some institutions do have the legislative relations function in the unified area under a co-ordinating officer, and there seems to be considerable logic in this. Others feel that this function is unique, that its relationship to the presidency is unique (because the president must be always the chief legislative relations man), and that institutions and men vary sufficiently that not even a general principle can be laid down. Certainly much of the work which goes into the legislative presentations, however, can be and is delegated to such offices as public relations and alumni relations. The necessity for close co-operation between the co-ordinating officer and the legislative representative is clear.

What the Self-Study Shows

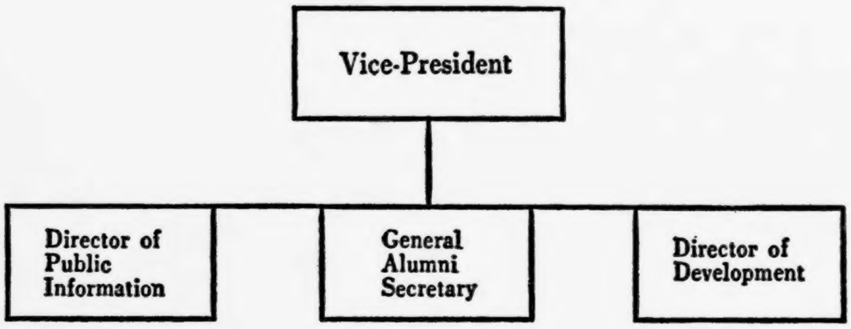
The material which makes up this brief section comes chiefly from the survey of institutional practices conducted by the American College Public Relations Association. The study was divided in two parts. The first was directed to the office of the college president and requested information about the school's present administrative structure in public relations, alumni activity, and fund raising. The second part, directed to public relations officers, asked information about the administrative structure which the public relations officers considered to be best. A summary of the results appears in an appendix to this document.

It indicates that some 86 per cent of the ACPRA members responding consider the arrangement described earlier in this chapter in terms of a co-ordinating officer as the best for their own institution. Some such response was anticipated, although the degree of agreement was surprising.

More surprising, however, was the discovery in analyzing the first section of the survey that almost 40 per cent of the responding schools have already adopted, or are in the process of adopting, some version of the co-ordinating officer system. (One institution, the president of which was present at the Greenbrier meeting, has since adopted the plan as well.)

The variety of adaptations re-emphasizes the fact that each institution has its own unique circumstances; that in institutions where a new administrative post has been created, the men chosen have come from a variety of other positions; that an almost infinite number of changes can be rung with real success upon the simple, basic concept of co-ordination. Above all, they re-emphasize the importance of seeing co-ordination, in the sense in which it is used here, as a *function* which can be applied to almost any institution regardless of its size or the quantity of its administrative manpower.

A well-known private institution of large enrollment, for example, assigns to its co-ordinating officer the title of Vice-President. Reporting to him are the Director of Public Information, the General Alumni Secretary, and the Director of Development—a title which, in this particular institution, describes the fund raising function. Diagrammed, the structure looks like this:



This might be described as the standard pattern and, as indicated in the summary in the appendix, some 20 per cent of the institutions responding to the survey have adopted it in substance.

Many other institutions have the same basic pattern but include directors of several other areas as well. One of the largest West Coast universities, for example, has, under an officer called the Vice-President for Development (here the word is used in its broadest sense), the following officers in addition to the basic three: a Corporations Development Director, a Medical Development Officer, and the Director of the Alumni Fund, which has separate status on this particular campus.

Another institution, private, with an enrollment of 13,000 students, has a Vice-Chancellor for University Development who supervises the work of people with the following titles: Director, Sustaining Associate Program; Public Relations Adviser and Director of Information; Director of Alumni Relations; Director of Television Activities; Staff Associate for Foundation Relations; Director of Campus Planning; Director of Industrial Liaison. Each of these individuals, in turn, has specialized activities under his direction. The Vice-Chancellor for University Development devotes a considerable amount of his own time to cultivating and securing large special gifts. The whole structure is shown on the following page.

There are colleges, however, in which the total college staff, including teachers, would be barely large enough to man the posts at the institution just described. Nevertheless, one of the smaller respondent institutions—with enrollment well under a thousand—co-ordinates its administrative functions under a variation of the same system.

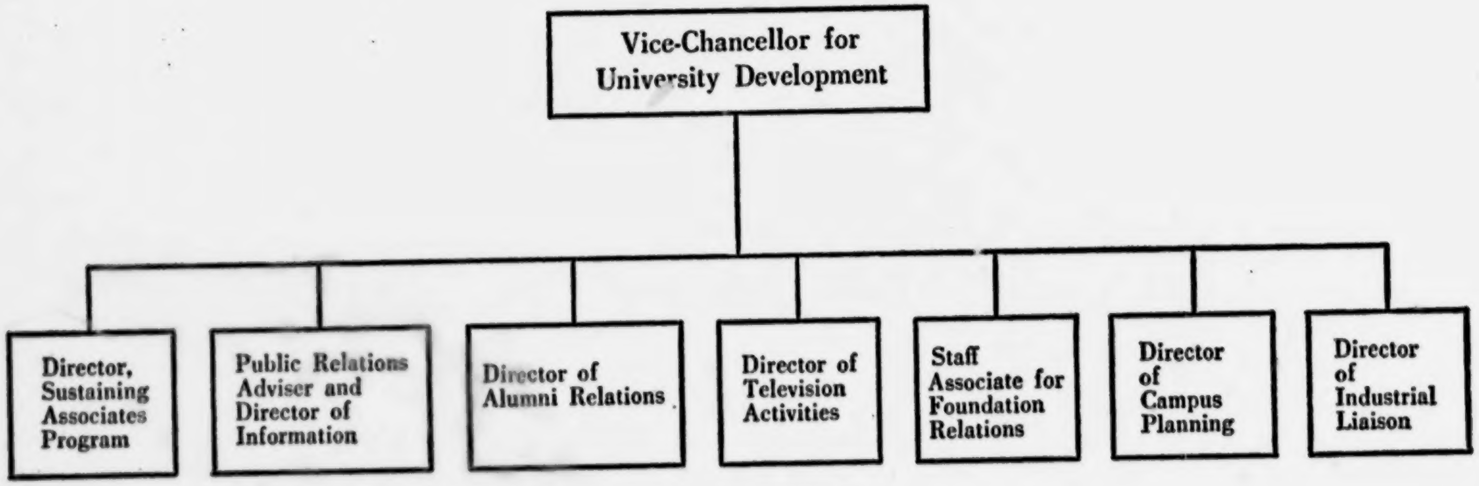
In this latter institution, the co-ordinating officer is called the Vice-President for Development. Reporting to him are: a single individual who combines the jobs of public relations director and alumni secretary; the Director of Sports Publicity; and the Director of Admissions. Fund raising is handled directly by the Vice-President.

Many of the colleges and universities replying use the latter device, in which the co-ordinating officer also directs activities in an area actually a step lower on the organization chart.

A church-related institution in the Midwest calls its co-ordinating officer the Vice-President for Public Relations and Development. He is the chief public relations officer; he has under his supervision the Director of Public Information, who runs the news bureau. The same institution also has a Director of Community Relations at this level.

Some of the schools which replied have an alumni executive who supervises the work of both public relations and fund raising, along with alumni activity. Others have the public relations director in the top post, with the other areas reporting to him. Another does not use the term "public relations" at all; the co-ordinating officer is called the Assistant to the President, and he directs the activity of the Director of the News Bureau, the Director of Alumni Affairs, and the Admissions Counselor.

The number of variations, both in nomenclature and structure, are almost endless; one responding school calls its second-ranking officer the Vice-President and Provost, and has reporting to him the Alumni Executive and the Director of Development (who, it might be pointed


Vice-Chancellor for University Development
Director, Sustaining Associates Program
Public Relations Adviser and Director of Information
Director of Alumni Relations
Director of Television Activities
Staff Associate for Foundation Relations
Director of Campus Planning
Director of Industrial Liaison

out by way of illustrating difficulties in nomenclature, is actually the Director of Public Relations).

Clearly, it is not the size of the institution which matters most. It is not the fact that it is tax-supported or private, independent or church-supported, concerned with the liberal arts or with technical training. The thing which makes the chief difference is recognition of the need to simplify some of the tasks of the college president and to establish the means through which people who ought to work together more closely can do so.

The Problem of Authority and Change

A well-known university president has been quoted as saying that an organizational chart of his institution, if ever drawn up, would be one inch high and one mile wide.

The point is, of course, that colleges and universities are not made up of charts on a wall. They are made up of people, and of accumulated tradition and practice. One of the Greenbrier conferees said wryly at one point that he could design a beautiful institution if he could only go out and buy one. No institution can build its administrative structure from the ground up at any point of time, nor can it push its people around like so many water-coolers in an industrial designer's model of a manufacturing plant.

This study has to concern itself with charts and formal organizational patterns simply to make communication possible, but it is presented in the realization that every institution is unique (which is one of the wonderful things about higher education in America) and that circumstances constantly affect the putting into effect of even the most reasonable proposal. Circumstances, for the most part, can be translated in terms of people, and the remainder of this section deals with some of the implications for the people who might be involved in the kind of institutional change discussed here.

Obviously, the creation of a new high-level administrative post involves some problems of authority. The proposal presented here means that at least three people on most campuses—the public relations director, the alumni director, and the financial support specialist—surrender part of their sovereignty to a new administrator. There will be a new figure between them and the college president. Being human, they may find this distasteful, but they will also find advantages in it.

The co-ordinating officer will be better informed about each of their areas of work than the president and will be able to give each of them far more individual time. He will be, with proper organization, in frequent and regular contact with them, and thus require less summarizing and updating than is necessary in occasional contacts with a president whose mind has been elsewhere in the meantime. Because of this steady contact, the co-ordinating officer can keep them much better informed about the matters most important to their own tasks. They normally will feel less diffident about requesting his time and attention than that of the president.

The interpretive aspect of the co-ordinating officer's job—interpreting up to his president, down to his subordinates—also provides a means of cutting down the endless round of committee meetings endemic in educational institutions. Many of these are simply for briefing purposes, and the normal day-to-day teamwork established by the co-ordinating officer will make them unnecessary. The directors of public relations, alumni affairs, and financial support can find more time for their own affairs, for doing the things which they do best.

This is all very high-minded, somebody might say, and even possibly true. But how are you going to get people to do it without simply knocking heads, and thus defeat your own purpose in trying to get people to work together better? Or, in the words of one of the presidents at the Greenbrier meeting, how do you sell this thing?

Any institution which alters—or, particularly, adds to—its administrative structure may face the problem of suspicion and, in some cases, almost automatic dissent. Faculty members are shy of any increase in administration, and many institutions have seen new and needed administrative posts neutralized by resistance. Other administrators look askance at new power figures, particularly if they are interposed between themselves and the top level.

Every institution, because it is unique, has to approach the problem of gaining acceptance for an administrative change in its own way. At the minimum, it can make certain that all the reasons why such a change is needed are understood. Faculties, as well as other administrators, need to be consulted; there are presidents who know how to portray needs and incorporate consultation in such a way as to establish the conviction in faculty hearts that they thought of the change in the first place. There is no justification for a change for which there is not a proven need, and administrators need to be constantly reminded that bureaucracy *does* tend to proliferate itself like yeast. If the change is made only because the situation demands it, it should be possible to make that situation clear to most fair-minded staff members.

Patience, obviously, is also required. Many elements of a major change will have to be staggered; sometimes they require waiting for the departure from the job of a particular personality. Some of the selling job can also be accomplished by the shifting of people already present.

Essentially, however, any new administrator has to sell himself. The need can be established, it can be assumed, in most minds; the justification for a particular individual in the same minds must come through his proving himself. If he fails, the whole conception may fail with him.

The question of the best place to find what we have been calling a co-ordinating officer is therefore important. The Greenbrier conferees pointed out that one of the first places to look is on college faculties; several of the people in this position who were present came from teaching backgrounds. There is no reason to believe that a college faculty will be ready to accept a new administrator simply because the press release announcing his appointment says he was a former instructor of psychology or small animal husbandry. But the kind of interest which once made him a faculty member, the concern with ideas and a genuine dedication to education which any faculty member presumably has, should in time help his acceptance.

There are disadvantages to the faculty member's assuming such a post, particularly if it is on the same campus where he served as a teacher. There might be resentment in such cases, and there was some feeling expressed at the Greenbrier meeting that the faculty member from another institution might, other things being equal, be preferable.

Obviously, another place to find such an officer is in other administrative posts. Several present incumbents in the co-ordinator's job came from public relations, others from alumni activity. Many also began their work in the fund raising area, along with several from teaching.

There are disadvantages, of course, in any of these. In the case of the man with a background in fund raising, resentment may grow out of the feeling that his elevation was almost accidental; if the institution originally decided to call its fund raising operations "development," and then moved to enlarge both the meaning of the word and the authority of the man, his fellows may feel that he owes his new eminence to nothing more than a semantic confusion.

Candidates from other administrative areas—such as academic administration or the business office—each present problems as well as potential, but the potential obviously is there. There are now beginning some training programs, in addition, which are designed to produce educational executive ability, and it is likely that a more regular source of supply will be available during the next decade.

Thus the problem, like so many problems involving the intangibles of people, eventually becomes one that has to be answered with the platitude that "it all depends on the man." It does, indeed, but admittedly there is little guidance in this.

There is both help and comfort, however, in the fact that the same quality which is most essential in a good co-ordinating officer is also the quality which will help most to sell him, and the program, to the people of the institution. That quality is that of being first an educator: of feeling like an educator, of thinking like one. There still are few posts in American higher education which can be well served by a man who sees himself as primarily concerned with something other than the process of educating the young and advancing the cause of learning.

Qualifications of the Nonteaching Administrator

Higher education has long had a system of judging the qualifications of teachers and researchers; there are bench-marks in such things as advanced degrees and scholarly publication. The qualifications of high-level nonteaching personnel are much more difficult to judge. The problem is complicated by the fact that this is a field where the social skills are becoming almost as specialized as the branches of chemistry or medicine. The administrator who wishes to hire an alumni secretary, a fund raiser, or a public relations man may have a vague feeling that these areas have become so professionalized that he is no more competent to judge a candidate for one of these posts than for that of college plumber. Further, the lack of formal training programs for these careers (outside of some college programs for general public relations training) leaves only previous experience as a certification of technical skill.

Some knowledge of techniques is important, certainly. The fund raiser, the alumni executive, and the public relations man all must know a good deal about communication; the public relations man, in particular, should have a sound knowledge of the way communication works and an acquaintanceship with research techniques and literature. There are proved techniques of fund raising and the cultivation of support; there is much knowledge of the principles of effective organization and leadership. The occupant of any of these three posts should be competent in the defined, demonstrable skills of his trade. (It also is important that the co-ordinating officer who supervises these men know enough of these skills to make effective use of his specialists.)

But technical competence is not the only, or even the chief, qualification for good performance in the areas with which this report is concerned. The Greenbrier conferees discussed the question of qualifications separately under each heading, but, significantly, the same essential qualities were identified for all three positions. They therefore are summarized here together.

The first is an honest, predominant interest in education and the educational institution. The alumni executive, for example, should be as interested as the classroom teacher in good students receiving the best possible training, his concern about inadequate faculty salaries or a decline in standards as genuine as that of the academic dean. Essentially men in all these positions are nonteaching educators. They must feel and think like educators.

This is not simply a matter of a pious platitude. It is rather a matter of possessing the equipment to do a good job. It has been observed many times that faculty members, for example, are more effective fund raisers than professionals when the project is close to their hearts; the eloquence of a chemistry professor about the need for a new laboratory can be unbeatable. To convince others it is first necessary to be convinced. The public relations man explaining the need for increased tuition, the alumni secretary seeking membership support for a program of continuing education, the fund raiser building endowment—these are functions which require conviction and commitment before techniques can be of significant usefulness.

They also require a second quality: a comprehensive knowledge of the institution. No member of the teaching or administrative staff, with the possible exception of the president, is expected to know so much about so many various institutional operations. This generally requires more than "picking it up" through experience; especially in the case of the man new on the job, it requires planned effort and study.

It would seem reasonable, as well as traditional, to add that an attractive personality and the ability to get along with people are important qualifications. These are vague and highly individual qualities, however, and what one person finds attractive another may find noxious. Good specialists in these jobs do not get results because they know how to be charming. The man who has a real commitment to education and to his institution, a thorough knowledge of the institution, and a grasp of the techniques of his profession has what in the long run is the most likable characteristic of all: competence.

He needs, finally, to add another quality to elements which make him competent. He needs confidence in himself, and self-respect. There are currents in the academic atmosphere which tend to make the nonteaching specialist diffident about his position, and ironically enough, the more his dedication to the highest objectives of education, the greater his sensitivity may be. He is often aware of the fact that he is not a member of the instructional staff; if he ceases to be aware, there always are those who will remind him.

No good director of public relations, alumni relations, or fund raising has to convince himself that his work has both dignity and critical importance. If he is to be accepted as a legitimate member of the academic community, he must convince others as well. The primary responsibility is his. He needs the support and the direct help of his superiors, however. It is necessary not only that he think of himself as an educator, but that the executives above him see him as something more than a technician with narrow, mechanical assignments or, as the Greenbrier keynote speaker put it, as something more than a professional soldier. Their image of him and his work helps shape his own.

THE COLLEGE
AND ITS
PUBLIC RELATIONS

THE COLLEGE AND ITS PUBLIC RELATIONS

T*HE classic difficulty in discussing public relations* lies in finding a definition specific enough to provide handholds. One of the familiar observations on the public relations program is, "When you get right down to it, everything is public relations, and everybody in the organization is a public relations man"—with the implication that any attempt to systematize its practice, or give position and salary to people who claim to be its professionals, is not only naive but mildly fraudulent. There also is a kind of reverse image as well; according to this view, public relations is not only specific but almost occult in its cunning manipulation of innocent publics.

These attitudes are disappearing from business; they are more common in colleges and universities and, to some extent, in the general public.

The feeling that the field is not altogether respectable is indicated by the fact that some institutions of higher education are diffident about establishing offices officially labeled "public relations"; indeed, some states specifically prohibit the budgeting of money under such a heading.

The necessity for better practices has been such, however, that the field of educational public relations has grown sharply even though sometimes in disguise. The predecessor of the present American College Public Relations Association was founded in 1917. Today it has more than 1,600 members, and some of them are among the best-paid figures in American education. Theoretical definition may be difficult, but working definitions are provided daily in the activities of these professionals.

The Objectives of the Public Relations Program

1. To assist in establishing the institution's proper image in the public mind, and increasing public awareness of that image;

2. To help the institution to earn understanding, support, and sympathy;
3. To improve communication within the institution, and between the institution and the community it serves;
4. To assist in developing good students, a strong teaching staff, and high academic standards.

The Institution's Proper Image

In a sense, the phrase *the image of the institution* may be misleading; it might imply that the public relations man's job is to build a shining fiction. This is not the case, and the attempt to make it so may damage both the institution and the practitioner. The image, nevertheless, is something different from the institution itself; it is made up of the innumerable pictures inside the heads of those who are aware that there is such an institution. The picture may derive from many things—the activities of a famous alumnus or two, headlines about student escapades, even the tune of the "Alma Mater." Some American universities are now working hard to build public acceptance of the fact that they produce something besides great football teams. The more or less quiet disappearance of such words as "agricultural" and "mechanical" and "teachers" from the official titles of institutions is, in great part, an attempt to remake a public image.

The educational public relations man may be concerned with altering the image of his institution in the public mind, but he can work effectively only with reality. He cannot create a reputation as savants for a mediocre and underpaid faculty, nor convert routine laboratory pursuits into great research. There are too many ways of spreading the word for any information officer to control. His primary skills are those of assistance, not manipulation.

The Achievement is Qualitative

Understanding, support, and *sympathy* are terms so familiar that they often become meaningless. They must remain alive for the public relations officer, however, because they remind him that the effects he wants are things which happen to people, and which move them to action. Public relations cannot be measured in terms of column inches of favorable newspaper stories, nor numbers of booklets distributed, nor even in honorary degrees granted the president of the college. Mass production is not necessarily related to mass persuasion.

Communication Is Always Two-way

This is not to say that production, in terms of *communication,* is unimportant. But effective communication is always a two-way process. As the chief communication officer in the conventional administrative structure, the public relations man has to be as much concerned with listening as with talking. The process of assessing a faculty's frame of mind on an issue such as limiting enrollment, for example, is complex (and assessing the college's publics' minds even more so), but the effectiveness of the public relations program will in great part depend upon this kind of sensitivity. New methods for making such measurement more or less scientifically are developing constantly, but they are of limited usefulness. The public relations practitioner's ability to read and listen carefully—and ask the right questions—is essential equipment, and his steady reporting to the college administration of what he considers the climate of opinion and the nature of public response is one of his clear responsibilities.

The Basic Educational Purpose

To assist in developing *good students, a strong academic staff,* and *high intellectual standards:* these are the ultimate objectives, of course, not only of any institution's public relations program but of all its operations. It is for these things that a favorable image is created; understanding, support and sympathy solicited; good communication networks established.

Real progress toward reaching these ultimate objectives requires many things, two of which need particular mention in the context of public relations. First, it is clear that the involvement of every person in the educational establishment is necessary. We have said earlier that the public relations man cannot, in the long run, be successful if he tries to manipulate the truth, and one of the reasons is that each individual on an institution's payroll makes an impression of his own which to some extent affects the whole picture of the institution. Increasing their awareness of that involvement is part of the obligation of the public relations man.

It also is important to emphasize the word *developing.* Public relations sometimes becomes preoccupied with the status quo. But intelligent planning and constant growth depend, among other things, upon the effectiveness of the public relations man in assessing the impact of growth and change, and upon the contribution he can make to steering it wisely. If he is occupied only with the image of the institution as it stands, he may sell both his institution and himself short.

THE NECESSARY CONDITIONS

Given a set of objectives toward which the public relations program should be expected to move, what kind of tools should the institution be expected to provide? What conditions are necessary for the practice of effective public relations?

A Clear Statement of Institutional Purposes

It was the consensus of the participants of the Greenbrier meeting that the first of these conditions is a clear statement of the institution's own *educational* objectives. In almost every college catalogue, there is, somewhere in the first few pages, some kind of statement of the institution's purpose. Often these paragraphs are so vague and cliché-bound that they are meaningless. But they must have meaning, and be honestly understood: primarily for the sake of better education, but also in part to provide to the public relations operation essential guidance in the process of showing the institution to the outside world.

Today's great state university, for example, often has elaborate service functions. It may train, along with historians and mathematicians, such folk as dental technicians, occupational therapists, and linotype operators. It may provide not only a center of scholarship but also a meeting-place for sales conventions, a circulating library for audio-visual films, and a pill manufactory supplying charity hospitals. Such an institution is not served by a few bland paragraphs about the search for truth.

Most highly specific occupational training programs and public services grow out of real public needs and pressures; in attempting to build the public image of the institution, are the people who work in it to pretend these things do not exist? Or is service, to the contrary, to be constantly emphasized and the classic disciplines soft-pedaled? The answer to such questions not only affects the public image; it is at the very heart of the institution's basic affairs.

A clear statement of objectives will make clear not only that the institution seeks advancement of the frontiers of knowledge, but also if it is essentially concerned with a wide variety of students or a carefully-selected elite. It will indicate the extent to which an institution which recently has dropped the words "teachers' college" from its title has changed its curriculum and educational concepts as well; it will help make clear the institution's own concept of its role.

The college and university presidents in attendance at the Greenbrier conference were particularly emphatic about the need for a clear statement of institutional objectives. Most spoke from experience. Several suggested that such statements be periodically reviewed and examined at length.

The "Sound Product"

Another necessary condition for an effective public relations program is, in the language of business, a sound product. This is closely related to the matter of well-defined institutional objectives. A sound product, academically speaking, requires properly educated faculty, an appropriate student body, and adequate facilities. It should be observed that the adjectives here are not synonyms for "high quality"; they refer, rather, to appropriateness. Within the diversity of American higher education, there are many kinds of integrity and adherence to standards, and there are many measures of soundness.

An Adequate Budget

Money is also a tool in higher education, and an adequate budget is a necessary condition in building a good public relations program. There was general agreement, throughout the Greenbrier conference and the various studies undertaken by the American Alumni Council and the American College Public Relations Association, that no hard-and-fast percentage of the over-all institutional budget can be established for alumni or fund raising or public relations activities. Again, the problem is one of diversity.

Clearly, the cost of public relations must be recognized and accepted as a legitimate part of educational expense. The community which the college serves, along with the mass agencies of communication, demands such a program, and almost every institution has come to recognize it as a necessity (the smallest institution represented in the American College Public Relations Association has only eighty students).

The discussions of the Greenbrier conference further indicated that, while no hard figure could be established as desirable for all institutions, most college public relations budgets need to be increased. Any departmental budget must be seen not only in relation to the college's needs, however, but also in relation to the total budget. No one contends that the public relations budget in any institution should be increased at the cost of such essentials as teaching and research. It should be remembered, however, that an effective program will, in the long run, also help increase the college's financial support.

One of the chief items of cost in the public relations budget is salaries, which leads to the last of the elements grouped loosely together here as tools: adequate personnel.

The Problem of Staff

There is a shortage of qualified public relations personnel in higher education. In part, this derives from low salary scales, in part from the curious status of the profession (essentially, the educational public relations man often seems nobody's colleague: the faculty member regards him primarily as a salesman, the salesman regards him as an educator, and both groups leave him out of the club).

Obviously, it is difficult to find good personnel if salary scales are low. Every educational institution constantly faces this problem in both teaching and administrative areas, and the difficulty is complicated by the singularity of the public relations man's position. Salaries vary so widely from institution to institution that averages have little meaning. Within a given college, the fact that there is only one chief public relations officer means there are few benchmarks for guidance. Should the public relations head be paid the same as an academic dean, or a full professor, or a registrar—or is the work of the director of the dormitory system more comparable? If the position is considered a line job, and at the top level, the solution may be simpler—the vice-president for public relations can be paid the same as other vice-presidents—but this kind of arrangement may be inappropriate in some institutions.

Some of the administrators at the ACPRA-AAC conference indicated that they had adopted a rule-of-thumb scale which loosely bracketed public relations salaries with academic rank; the beginner in the office thus might be paid about the same as an instructor, and as his talents and experience matured be advanced to the equivalent of full professor's pay. There also was a suggestion that the position be regarded as a deanship, in salary if not in title. There was no consensus on this device of comparison to academic staff.

Obviously, the public relations man's salary must be related to his length of service, his demonstrated skill, and his importance to the institution. Also obviously, a good one must be paid enough to keep him. Not so obviously, and therefore even more importantly, it can be assumed that most of today's educational public relations men are underpaid, and that competition and greatly increased needs will call for a sharp upgrading in the future

The questions of low salary and relatively low status are, in some ways, related. The keynote speech for the public relations sessions at the Greenbrier emphasized the growing professionalism in the field of public relations in general; the speaker who heads his own professional agency pointed out the attempts to draw up professional codes of ethics, and suggested the possibility of eventual enforcement of such codes in such a way that a violator could be disbarred, in effect. A growing professionalism was seen as necessary to a group which is often self-conscious and unsure about its acceptability.

This discussion—even though it was not directed primarily to the educational public relations man—produced vigorous discussion and general agreement that the concept of the "professional public relations man" can be dangerous in education. It seemed to be further agreed, although not all discussion groups raised the point, that the man in this position should owe his loyalty first to his own institution, then to higher education in general; and that loyalty to his profession comes after these two.

There also was considerable feeling among the conferees that future educational public relations officers should be recruited from the ranks of educators, rather than the "professional" field. The stereotyped huckster, at least, does not fit into the college atmosphere (although it should be pointed out that the most successful commercial practitioners also are a far cry from the stereotyped huckster); further, since much of his work involves faculty and other educational staff, his ability to work effectively with them requires an understanding from the inside out. Many of today's educational PR men began as college teachers, and some of them still teach part-time.

If the profession of public relations is a less probable hunting-ground than the campus, it nevertheless is generally preferable to the field of commercial journalism. This is not to say that journalists as a class are incompetent; many of today's most competent college relations men originally came from this background. This happened because public relations was first seen, in many institutions, simply as a publicity office; its function was to get the good things into the paper and to try to keep the bad things out.

Today, the news bureau is only a part of most college public relations offices, and the men who were once hired because they were competent newspaper reporters either have taught themselves a far wider range of skills or else have acquired supervisors more broad-gauge than themselves. The news bureau will always be important in college public relations, but today it is, at best, only one of several equally important activities. The institution which can afford only a one-man staff will find many essential things undone if it assumes that an ex-reporter and a mimeograph machine are the only necessities.

Educational Public Relations and the Organization Chart

The over-all structural relationship among public relations, alumni office, and fund raising is considered elsewhere in this report. There are some particular aspects of the public relations function as a part of the broad administrative pattern, however, which the Greenbrier conferees emphasized.

The chief public relations officer of the institution is ultimately the president himself. It is he who reports to, and makes requests of, the board of trustees; it is the president who testifies before the appropriations committee in the state legislature; it is the president who gets quoted in crises, announces triumphs, and says the appropriate things when distinguished faculty pass on to their reward.

When he serves the president in these functions, the public relations man obviously is a staff officer; that is, he provides assistance and personal service to the chief executive. He serves as consultant on communication, both internal and external, not only for the president but for the entire staff (in some cases he may even counsel boards of trustees or regents).

He has a line function as well, however (that is, his job can be defined in terms of certain areas of obligation for which he is administratively responsible). In his line capacity, he is generally responsible for such things as the operation of the news bureau, the entertainment of important visitors, perhaps the operation of a speakers' bureau. Particular duties will vary from campus to campus, but almost invariably there is a line aspect of the position.

This overlapping of line and staff functions is impossible to avoid, but it is important that both functions be defined as clearly as possible. This is partly for the public relations officer's own benefit, but it is even more important for his administrative colleagues. His broad areas of responsibility, at least, must be clear, as must the fact that he sometimes speaks with the university's voice and at other times with his own.

Some larger institutions have, because of their particular needs, split the staff and line function by creating the post of public relations counsel for the former and some such designation as director of information services for the latter.

It has also been suggested that a small internal advisory committee for public relations is useful. Normally, this should include both teaching and administrative staff. Such a group provides a source of feedback for the public relations officer and, if the advisory committee members are carefully selected, provides a useful informal pipeline to the rest of the faculty and staff. This means that committee members must be generally respected and must themselves be good face-to-face communicators.

Face-to-face talk is one of the most important kinds of communication. Every administrator is occasionally reminded that the academic grapevine is a powerful and complex one. It need not be devoted only to gossip. The public relations officer must always have access to the casual talk internal to the campus, take it into account, and make certain that key people are well informed about enterprises of high interest.

This is another way of repeating that effective public relations means *involvement:* the literal involvement of many people, and a sense of involvement and responsibility on the part of the entire college staff. Public relations cannot function as the mail room does, nor the bacteriology lab; it is not a neat area of specialists who toil unseen at jobs of no interest to anyone else.

The public relations officer is something like a hydraulics engineer. He can analyze and make clear to others the source of the current; he can help control and direct the flow and given the proper equipment, even affect its color, purity, and pressure. But he cannot make rivers flow where there is no water, nor turn off a flood with the pressure of his thumb.

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THE COLLEGE
AND ITS
ALUMNI RELATIONS

THE COLLEGE AND ITS ALUMNI RELATIONS

SOMEONE has said that organized alumni activity is, paradoxically, both the oldest and the newest force in the three-way partnership which is discussed in this report. It is the oldest in the fact that the first alumni association was organized in 1821, at a time when "public relations" and "fund raising" were terms innocent of special meaning in education. Alumni relations is the newest in the sense of its development as a major, institution-supported and often institution-directed force in strengthening higher education.

Because organized alumni activity does have a long history, its dimensions and character have inevitably changed, along with the whole of higher education. The first alumni groups were organized and directed by people outside the institution; in the early days, they were often regarded as a menace by college administrators. Financially, they were entirely self-supporting and they often made no financial contribution to the college or else provided it in such whimsical ways as to assist administrators to an early grave. They were, in the beginning, invariably and totally independent of the formal organization of the college.

Today, most of this country's alumni associations are subsidized heavily by the institutions with which they are connected—many to the extent of their total budget. Their executives generally hold positions simultaneously in both the college administration and the alumni association. It is estimated that by 1960 some two million alumni will be giving some $200 million annually to the support of higher education, most of it to causes carefully designed (in part, at least) by university administrators. Although organized opposition to alma mater's plans and objectives still occasionally develops within an alumni organization, it is increasingly rare.

So far as college administration is concerned, alumni activity has grown up—from an often-menacing infancy, through an embarrassing adolescence in which it was most visible in rowdy reunions and a passion for winning football, to a mature partner in the higher educational enterprise. Not all the forms have changed; there still are independent alumni associations, for example, and the question of the degree and nature of independence is still very much alive, as the discussion which follows will indicate. But the change in spirit and the growth in co-operation is clear.

The unique history and status of the alumni organization has made difficult the definition of its relationship to the areas of public relations and fund raising. It has been seen by some simply as a subordinate branch of public relations, on the grounds that alumni are "just another public." On the grounds that realism indicates that the only purpose of alumni activity is the raising of money, others have felt that such activity is properly a subdivision of fund raising. Faced with hints, and sometimes more than hints, that the public relations officer or the chief fund raiser should be his boss, the alumni executive has understandably felt a rising desire to remain his own boss with direct accountability to the president.

As indicated elsewhere in this document, it was the consensus of the Greenbrier conference and the self-studies that alumni activity should have a status comparable to that of both public relations and fund raising. The kind of objectives and activity which make that status deserved makes up the major part of the material which follows.

The Objectives of Alumni Activity

These might be set down as the chief objectives of an organized program of alumni activity:

1. To encourage the alumni to maintain a continuing relationship with the institution;
2. To enlist the alumni in constructive endeavor for the institution;
3. To bring to bear on the institution and its policies the judgment and view of the alumni;
4. To help the institution find ways for the encouragement of continuing education among its alumni;
5. To help create and develop among alumni a sense of responsibility not only to their institution but to higher education in general.

A far broader range of objectives could be drawn up, of course. There was a suggestion at the Greenbrier meeting, for example, that one of these might be encouragement of "fuller participation in civic affairs," but this was rejected on the grounds that it was simultaneously too general and too specific—too specific in the sense that its inclusion would seem to exclude other equally important kinds of activity; too general on the grounds that such matters as activity in civic affairs is dependent upon a great many factors, most of which are beyond the reach of the alumni organization. As in the case of the objectives for public relations and for fund raising, the need is for a list which is workable because the college's appropriate officer can, by planned action, be a major force in trying to get the job done.

The Continuing Relationship

A continuing relationship, it should be pointed out, implies that both parties are involved in both giving and benefiting. The question of independence, once of major importance in any discussion of alumni affairs, has become subordinate to the concept of *interdependence.*

The two objectives which follow on this list spell out further the nature of this interdependence.

What is "Constructive Endeavor?"

Many alumni who hear from their alma mater only once or twice a year have a simple and somewhat cynical answer to this: "constructive endeavor" means giving money. It seems obvious that this is, indeed, its first meaning. There are some who feel that this is the only honest meaning; one of the participants at the Greenbrier referred, at least half-seriously, to the alumni program as the "preparation of the pigeons for plucking."

There are hard necessities which make such an attitude seem reasonable. In the first place, alumni participation in giving and the amounts given are standards which the alumni executive himself often uses in talking about his work. College administrators sometimes use the same standards, wisely or otherwise, in setting up their budgets for support of the alumni office. It is almost invariably an important yardstick for major outside contributors; foundations and corporations may ask "Do your own people think your work is significant enough to support it?" There is evidence that state legislatures may be so impressed by the testimony of substantial alumni giving that they increase basic appropriations. Considering these things, it is hardly remarkable that "alumni contribution" usually means "money."

Nevertheless, it can—and should—take other forms. Because the college-trained constitute an influential elite in this country, they have much to do with the national climate of opinion concerning education. The alumnus who is convinced that education, and particularly higher education as he experienced it, is fundamentally sound is less likely to turn school-burner when a Sputnik rises. He can be a source of strength (and has proved to be, on many occasions) when his college comes under fire in a security scare. He can do his small part to help create the attitudes which make college teaching an attractive career (and far more than salaries is involved in this) in a time of growing shortage. He obviously can influence the recruitment of students for his own institution; he can also help reduce the number of first-rate high school graduates who never go on to college at all. He can provide an opportunity for the state legislator from his district to get a clear and complete picture of the state institution's needs. Constructive endeavor takes many forms.

One of these is of particular, direct importance.

The University Needs the Counsel of Its Alumni

The stereotype of the old grad is that of a specialist in belligerent advice on all matters concerning football, but little else. There have been enough of these to give some validity to the stereotype, and it takes very few to convince some administrators that alumni counsel is better left untapped.

The administrator who shuts himself off from the counsel of his college's graduates, however, is depriving himself of essential help. By virtue of the fact that they are concerned enough to be organized, members of the alumni association are sensitive to public opinion about their institution; they not only have opinions of their own, but they are aware of what others think. An alumni officer who knows how to listen can get a great many answers to the question "How's the old school doing?" simply through conversation. If the association is able to afford the time, people, and money to study alumni attitudes in organized fashion, a great deal more can be learned.

Some institutions assign to their alumni organizations specific obligations for counseling. One of the large state universities represented at the Greenbrier meeting has an Alumni Advisory Board made up of 22 distinguished alumni. Each college of the university has an alumnus representing it on the board and an alumni subcommittee which meets with the dean of that college at least once a year for the exchange of opinions and information. Impetus from the advisory board has several times brought about major changes in the university program—to the benefit of the university, and the increased stature of the alumni association.

An even more direct involvement in college affairs is represented by the presence of alumni on boards of trustees or regents. The proper extent of such representation was discussed by some of the groups at the ACPRA-AAC meeting, and there was general agreement that representation was desirable. The desirability of all-alumni boards, however, was questioned.

The Alumni and Continuing Education

Many American institutions of higher education have programs which give the alumnus an opportunity to draw upon the school's intellectual resources. Seminars and short courses, generally in such fields as the arts or contemporary affairs, are arranged by the alumni office on some campuses. In other institutions, faculty groups have traveled to major cities and conducted similar meetings under alumni society sponsorship (for example, two members of the English faculty of a woman's college had meetings on the modern novel; the sessions were so popular that admission charges covered travel and compensation for the faculty members). A university in New England sent out a series of teams to discuss science and modern life with alumni groups.

These meetings, it should be pointed out, are not "reports on what's going on on campus" nor any other form of promotion except that which accidentally rubs off. Their content is intellectual and substantial; if they are to be regarded as continuing education, they must be just that. The combined report-and-solicitation meeting is a useful but quite different device.

In the past, it was generally felt that alumni responded best to continuing-educational programs which were specifically vocational, designed for improving the participant's skill in his job. Some institutions still see such programs primarily in term of helping adult students "brush up."

There is increasing evidence, however, that the demand is rising for more programs in liberal arts and the humanities; such programs have drawn well in recent years. Obviously there is room, and a need, for both in a well-organized plan.

The American Alumni Council, which is investing considerable time and money in study and encouragement of continuing education, has suggested four basic types of content for continuing education programs: professional and vocational training; science and the humanities; citizenship; and "life adjustment content of the highest nature." The first of these four currently is receiving most attention; there is need for more emphasis upon the other three.

In the developing interdependence of college and alumni, the establishment of a sense of involvement from the day of first registration throughout adult life is essential. It is education, it might be pointed out, which is the chief reason for the relationship in the first place, and continuing education is one of the best ways of keeping it strong.

Extending the Alumnus's Sense of Responsibility

The merits of this are obvious, but every institution—and particularly, every alumni organization—needs to be reminded of it regularly. Ours is a highly mobile population at all levels, and the college-trained are particularly mobile; more often than not, a man makes his living hundreds or thousands of miles from the college in which he received his professional schooling.

He will always have, it is to be hoped, an active loyalty to his own institution. But higher learning in the community or state in which he lives also requires his support. Service on the board of a local institution can make a significant contribution to all higher education, and a thousand dollars for that institution at a critical time may mean more than five thousand for the school from which he graduated.

It would be specious to say that American higher education can be no better than its most inadequate institutions. Nevertheless, a few underpaid and incompetent faculties can affect all college teaching, and the turning away of students because of inadequate facilities can have repercussions in many places.

This does not mean that the alumnus must suspend his personal judgment and give his help blindly. It does mean that there are standards other than nostalgia and gratitude by which he should judge.

THE NECESSARY CONDITIONS

The following list consists of conditions which seem generally necessary to a good program of alumni activity. These are not the *bare* necessities; they are the things, however, which make a skeleton program into a substantial one.

1. Mutual acceptance by the college and the alumni of their unique partnership in the educational enterprise. This means that alumni cannot be regarded as "just another public"—nor the college as just another charity, palm upturned. The partnership begins the day of first registration and, if it is to be meaningful, it should continue for many years.

2. Adequate budget. There is no system by which a formula applicable to all institutions can be developed. The size of the institution and the size of its budget are important variables; so are the age and state of the alumni organization, and the objectives which are most important to it. The alumni budget must also be considered as part of a balanced whole. If some part of the alumni office function—such as the keeping of elaborate alumni records, for example—serves directly several areas of the college, this fact must also be taken into account.

It was agreed by the conferees at the Greenbrier that most budgets for alumni activity need to be substantially increased.

The fact that an increasing part of most alumni budgets comes directly from the budget of the college was noted. Clearly, the general feeling of the group was that this trend is an inevitable accompaniment of greatly expanded programs. There is little support today for the one-time hard-boiled attitude that the alumni association has to pay its own way and a little bit more. However, there are still a few completely independent organizations which are self-financing and which continue to have effective programs.

3. A competent staff. At one point in the Greenbrier proceedings, the phrase "a competent and dedicated staff" was suggested.

"Dedicated?" someone said. "You mean underpaid, don't you?"

Dedication is an important quality of an alumni executive, but he deserves better compensation than an uplifting poverty. The considerations involved for the college in setting salaries are much the same as those discussed earlier—the experience and proved ability of the man, the specific nature of his job, and the importance which the institution assigns to the alumni function.

Many alumni directors hold, in effect, two positions. They are both the chief executive of the alumni association and the director of alumni relations for the college. Thus, they have two bosses (but seldom a double income). There seem to be few cases where this involves any conflict of loyalties, nor even particular administrative difficulties; the institutions represented at the Greenbrier meeting which have such an arrangement find it satisfactory. It is important, however, that a specific job outline which spells out the alumni executive's functions be available.

Should the alumni executive be an alumnus of the institution which he represents? Traditionally, of course, he is, but there are examples of good jobs performed by men who lack this qualification; it is desirable, but not essential. More important is his understanding of the institution and of higher education in general, and his ability to identify with and commit himself to both.

4. An adequate system of records, including the means of identifying alumni leadership.

Economy and efficiency generally indicate that a single master set of alumni records is sufficient. They should also be accessible to the public relations office, the office for fund raising, and other elements of the college which have a legitimate call upon them. If they are to be used by several departments, this factor should be considered in the cost of their upkeep.

Modern punch-card systems make it possible to store much information beyond the conventional name, address, and class date. Material regarding occupation, education, past service and contributions, and particular areas of interest is thus immediately accessible; it is possible to select, in a matter of seconds, a list of medical school graduates who might be interested in supporting scholarships. Obviously, this technique becomes increasingly valuable in direct ratio to the amount of time which can be invested in gathering material.

5. Effective channels of communication—two-way communication through direct contact, as well as printed media.

No effective alumni organization has been conducted by a homebody executive. The pattern of direct contact ranges all the way from the open-door policy at the office to nationwide alumni meetings. It requires a continuing, conscientious effort on the part of alumni workers to put themselves in situations where they will find feedback, and an increasing sensitivity to the significance of what they hear.

Printed media normally include an alumni magazine or a newsletter—or both. More often than not, these publications are produced directly by the alumni office; sometimes they are produced by the public relations or the information office. Co-operation between and among these offices is, of course, the essential point, rather than the definite fixing of editorial responsibility.

6. A student cultivation program beginning in the freshman year

which will help build the attitudes and interest which make a good alumnus.

This aspect of the alumni program, perhaps more than any other, needs further study and experimentation. There are few institutions in the country which feel they are doing an adequate job with the students now on campus, despite the obvious need. It seems likely that many college students are not even aware that there is an alumni office on campus until their senior year, when they suddenly realize that they are targets of a whirlwind and somewhat mechanized courtship.

An obvious beginning-place lies in the careful study of the student image of both "an alumnus" and an alumni organization, along with his attitudes. If he has misconceptions, something can be done about them, once they are described; if he is simply disinterested (which may well be the case), the problem will at least be better defined. The lack of both money and manpower for a thorough program of student cultivation has been a handicap in most institutions—but a sharp saving of both might be effected in the long run. It is easier to find and convert lifetime members on the campus than to pursue them through the mails for the rest of their lives.

An increasing number of alumni organizations consider any former student as eligible for membership, even though he failed to graduate; this also points up the need for cultivation of the student on campus.

7. Programs carefully designed to utilize alumni potential on one hand and to serve alumni on the other.

Two elements of this statement need emphasis. The first is the phrase "carefully designed." The relatively long history of the alumni organization on most American campuses can be a liability as well as an asset; programs become an inheritance, and tradition can take the place of planning. Today's alumni are different in many ways from those of a generation ago, and most institutions have also changed. In addition, new methods of compiling records, of gathering information about attitudes and participation, of measuring the effectiveness of communication provide powerful help in building programs. They permit far more careful design of alumni programs than ever before.

The many varieties of service which organized alumni can provide —in fund raising, student recruitment, public understanding, legislative relations—are well known to most educators. The fact that service should run in both directions is more easily forgotten, and this is the second element of the statement at the head of this section which needs emphasis. The increasing interdependence of organized alumni and their institution will prove fruitful only if each group steadily expands its service to the other.

8. Headquarters and facilities in keeping with the job to be done. As a necessary condition of a good program, this is self-explanatory.

9. Effective liaison with the total college program. The word "service," which has been emphasized throughout this section of the report, can be dangerous if its emphasis leads to a feeling that the alumni office is a small collection of specialists who do a highly specific job in a private context. Like the public relations man, the alumni executive must be first of all an educator. He must know his institution well in its totality and work at maintaining good internal communication.

10. Effective liaison with the offices of public relations and fund raising.

The over-all pattern of co-ordination of these three areas has already been discussed in this report. The following additional observations about the place of the alumni office were given particular emphasis in the Greenbrier discussions:

First, the alumni executive usually has a unique combination of responsibilities—he represents the institution to its alumni, and the alumni to the institution. It already has been pointed out that these responsibilities are not incompatible. The pattern of administrative organization should take this dual responsibility—the fact that the alumni board also is his employer—into account.

Because of his representation of the alumni, the director is a particularly valuable source of information. His running impressions of public, and particularly alumni, reaction should be available through regular channels to the president and other executive officers. It seems advisable that he have direct access to the president on major matters in which the alumni organization is deeply involved, this to be achieved in harmony with the established pattern of administrative co-ordination.

The Greenbrier participants agreed that the alumni director might well be classified as a member of the faculty, probably without voting privileges. It also was suggested that he might regularly sit with the deans and directors of schools.

Measuring the Effectiveness of the Alumni Program

There are many more-or-less mechanical symptoms by which some aspects of success for an alumni program can be measured. The amount of personal information and news volunteered to the alumni magazine, for example; the response to questionnaires; and, of course, the response to such campaigns as the annual alumni giving. If an institution and its organization have sufficient funds, much more elaborate kinds of measurement—based upon sampling, interviewing and other methods of data-gathering, and elaborate data analysis—can be used to good effect.

Whatever the methods of measurement, the alumni program should be evaluated in terms of both its diversity and its depth. Does it reach a wide variety of ex-students, showing strength among onetime liberal arts bachelors as well as among the graduates of the school of medicine or dentistry? Does it provide sustenance for the man who is concerned with his continuing intellectual growth, as well as the sentimentalist who wants to keep green the memory of his youth—does it help convert the latter into the former?

These criteria can be summarized another way. The value and effectiveness of the alumni program can be measured by, first, the extent to which the institution is receiving the right kind of students, faculty members, and support from its publics; in short, the educational progress of the whole institution. The part which the alumni organization plays in these causes can never be isolated; they represent, in effect, the impact of the institution as a whole. Nevertheless, alumni activity is an important force in creating that impact.

Second, the value and effectiveness of the alumni program can be measured by the extent to which alumni are aware of the needs of their alma mater and of higher education in general, and the extent to which they are assisting each. Here the bench-marks are more specific, and it was pointed out at the Greenbrier meeting that the national picture is not bright. Although alumni giving runs to many millions of dollars a year, only one out of every five alumni contributes. If this is symptomatic of the intensity of other kinds of participation, there is much work to be done.

It is clear that organized alumni activity in this country needs expansion; that it needs better personnel and larger budgets. It needs also vision, imagination, and a willingness to experiment. In any basic alteration of the administrative structure of an institution, the need for encouragement and growth of this important activity must be kept in mind.

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THE COLLEGE AND ITS FINANCIAL SUPPORT

THE COLLEGE AND ITS FINANCIAL SUPPORT

IN POINT of time, the college officer whose full-time job is enlarging the financial support of his institution is the newest professional of all. On some campuses he has not yet arrived; the fund raising function is a part-time obligation of other members of the staff. The American College Public Relations Association's self-study indicated that 241 of the 385 respondent schools had fund raising as a separate function.

The fund raising office is not often called by its accurate title. The most common disguise involves the word "development," and over a period of twenty-five years this has become a source of considerable confusion. In the beginning, the word was deliberately chosen as a euphemism by professional money raising agencies who provide services to educational institutions. To them, and to many other people in higher education, "development" simply is synonymous with "fund raising."

In time, however, the word took on a broader—and, in a sense, more accurate—meaning. The obvious need for more elaborate planning for the future in higher education called for a new kind of administrative officer, and in some institutions the men assigned to this function were officially called development directors. On some campuses today the title "Director of Development" refers to a position second only to the president, involving direction of the entire program of planning and promotional affairs; on others, it refers to a specialist concerned only with financial support. In turn, the fund raiser may be called a "Development Director" (still the most common title), the Assistant (or Special Assistant) to the President, or even the Vice-President for Financial Support. In this report, the terms "fund raising" and "financial support" are used for the sake of clarity.

The concern in the section that follows, then, is with the necessary conditions for a successful fund raising program, and the elements which make up such a program. This is relatively limited terrain compared to the amorphous variety of public relations or even the somewhat narrower field of alumni activity. The work of the fund raiser must build upon the work of both of these departments, particularly in specific campaigns. In some areas the overlap may be so close that there are genuinely serious problems of jurisdiction —for example, the annual giving program of the alumni. Successful fund raising is possible without an effective public relations or alumni program, but it is much more difficult—particularly if the sense of participation which comes through mass giving of relatively small amounts is to be emphasized.

Nevertheless, it is possible, because of a factor which is of little importance in the other two areas discussed in this document: the highly individual cultivation of a small, carefully selected group. This is fund raising which fits few formulas and is almost impossible to discuss in terms of general principles. About ninety per cent of the endowments of all American colleges and universities, for example, have come through bequests. For the solicitation of this kind of giving, the conditions and standards discussed below are often irrelevant.

One other unique element appears in the area of fund raising. In recent years professional money raising organizations, hired for a fee, have been used increasingly by colleges and universities. Some tax-supported institutions are forbidden by law to hire such services, and others are sufficiently doubtful about legislator reaction that they have never seriously considered the possibility. Most other institutions, however, make use of them to some extent.

Generally, professional fund raising agencies are used in short-range, high-intensity campaigns, often with a specific purpose, such as capital improvements. Reputable firms operate on the basis of an agreed-upon fee, never on a percentage (percentage arrangements are considered unethical). The agency provides expert consultation and a wide knowledge of techniques in organization and solicitation.

It does not, however, provide the personnel for solicitation. Characteristically, it will instead help assign volunteer workers and stay after them to get the job done. It does not provide a small army of doorbell ringers who produce great results and then sink into the ground.

Neither do fund raising agencies undertake such intangibles as the converting of an atmosphere of hostility to one of good will, or the development of a money raising program for an institution that has no idea of why it needs money other than unpaid bills. The conditions prerequisite to an effective campaign, particularly in terms of public relations, must to some extent be present; so must the general outline of purposes of the program, and evidence of serious intention.

The outside professional, then, has his place in fund raising, and his services can be valuable. He cannot solve the long-time problem of wide-ranging support in depth, however. This must be a continuing attack, centered on the campus and directed—although it makes use of many talents—by the college's or university's own professional.

In discussing the work of his office, it seems advantageous to rearrange the main headings of objectives—necessary conditions—evaluation used in the preceding sections. Both the primary objective and the chief means of evaluation can be stated in a single phrase: the raising of money. There may indeed be subsidiary objectives and means of evaluation (for example, a well-run fund raising campaign can do much to help build a favorable public image of the institution; and the number of givers may be almost as important, in terms of a long-range program, as the dollar take), but these are also the objectives and measurement methods of public relations and alumni relations. The unique characteristics of the fund raising enterprise rest in what have been described here as the "necessary conditions," and, particularly, the organizational pattern, the specific elements of the program.

THE NECESSARY CONDITIONS

The prime condition is an effective public relations and alumni relations program: No fund raising program can assume the responsibility of converting the hostile and stimulating the indifferent as a basic obligation, although it may help do both these things incidentally. Essentially, generous financial support flows from an atmosphere of interested good will, confidence in the institution, and an honest sense of obligation. These are not qualities which can be turned on and off; they represent long-time building. If they are lacking, no amount of professional ingenuity can produce results.

This need for a favorable climate, obviously, is as important to the institution which goes to a state legislature for its funds as to one which can select its potential donors. Tax-supported schools are compelled to stage concentrated campaigns more often than private institutions, but most of them have long since realized that these campaigns represent only the harvesting process; the real work is done over a long period of years, when the legislature is in recess as much as when it meets.

Successful Fund Raising Requires Manpower

Specifically, this means the co-operation of the following, among others:

—*The president of the institution.* It has been said earlier that the president is ultimately the chief public relations officer. He is also, and even more directly, the chief fund raiser. He must be prepared to use his presence and his influence where it will be most useful, and in the ways which put his talents to best use. This does not mean that he has to run the campaign; it does mean that he must trust the planning of his role to his fund raising officer and then fulfill it with all the vigor possible. It means that the officer in charge of fund raising, in turn, must design his program carefully to get the most service with the least wear-and-tear upon a very busy man.

—*The board of trustees or regents.* In the private institution, the board must be a central agency in fund raising, and its members must be available for assistance. This may range from arranging introductions to making contributions. Most important, genuine interest and sympathy are required. The part played by boards of regents in state institutions is generally conditioned to some extent by provisions of the law. In states where the board is the agency which officially requests funds from the legislature, its role can be highly significant. One of the state board members present at the Greenbrier meeting outlined that board's elaborate part in bringing responsible public pressure to bear upon the legislature, through a series of meetings with influential citizens in which the university's case was explained.

—*Faculty and students.* Faculty members often make excellent speakers and contact men in a fund raising campaign. This normally takes some preconditioning, since faculty members sometimes may be inclined to look upon such activity as being foreign at best and of dubious morality at worst. More important than the direct help which they can provide is the presence of enthusiasm and support.

The attitudes of faculty are of great importance, especially in the area in which the college is located, and through the impression they make upon students.

—*Alumni.* This group normally should provide not only many contributors but much service. Unlike the college staff member, the alumnus has no apparent self-interest. His willingness to support the school which he attended is in itself testimony of a high order. He is normally a man of stature and influence in his community and, if the work of his alumni organization has been fruitful, he is predisposed in the proper direction. Often he needs only to be asked.

Effective fund raising of a particular type is possible without meeting these conditions; individual givers may do so because of their confidence in or friendship for a single personality. Continued giving from a broad group of contributors—the kind of support upon which, ultimately, the future of higher education in America will be based—calls, however, for establishment of a climate through the work of alumni and public relations offices and a willingness to co-operate on the part of many people.

The Elements of Successful Fund Raising

What succeeds for one institution will not necessarily succeed for another, and the circumstances alter not only with institutions but with the kind of appeal and the personnel available. These general elements, however, seem to be a part of most successful appeals for financial support:

1. A well-defined case which deals chiefly in *reasons.*

Those who are most likely to contribute to the cause of higher education are most likely to be convinced by evidence and logical appeals, rather than sentiment or impulse. This means that the institution must prepare its case well, and in detail.

This may mean a preparatory self-study and a re-examination of the college's objectives and accomplishments. It is necessary to know where the areas of need lie, and to provide as specific an accounting as possible. If faculty salaries are a problem, for example, the preparation of the case should involve such items as an analysis of current salaries, the salary scale at comparable institutions, the number and caliber of faculty who have moved to other colleges for more money, and probable salary needs for faculty expansion. If a case is to be made for the state institution on the grounds of its service to the people of the state, that service should be documented and explained and the ways set forth in which it could be expanded if money were available.

An effective case may also depend upon good management procedures within the institution. It was pointed out at the Greenbrier meeting that a detailed plan for disbursement and management of funds received was normally of little interest to the general public but of considerable importance to philanthropic foundations. Even though the need may not arise in dramatic terms, it is often important for an institution, as a part of its case, to be prepared to show that it manages its resources well.

2. A competent fund raising staff. This involves not only a considerable number of volunteer functionaries, both from the campus and outside, but also the institution's own professional fund raising staff.

Competence in such a field is best measured by performance, of course, and the number of financial support specialists with successful records is small in comparison to the demand. A few institutions now provide training in this area; a more common system is training in the field. The most important characteristic of the competent fund raiser, it was pointed out at the ACPRA-AAC conference, is genuine liking for the job (one fund raiser present compared the successful solicitation to playing out a grand slam). The ex-teacher or public relations man who feels either diffident or uncomfortable can inspire little confidence in his cause.

3. A careful canvass of potential sources. One of the things which the competent fund officer will see to is something the retailer calls "market research." Almost every institution has had the occasional experience of receiving a contribution that was not only unsolicited but an outright surprise. Many factors (including, most recently, an elaborate campaign in the mass media through the Advertising Council) have been building in recent years a greatly increased receptivity to the needs of higher education. A thorough knowledge of possible sources of support calls for running examination.

The diversity and potential of these sources is suggested by a simple list of types of giving. Many institutions cultivate all of these; in some, each is a specific responsibility of a member of the staff. The list includes:

Bequests
Foundation support
Alumni giving
Parents fund
Corporation support
Student giving
Non-alumni individual giving
Special gifts
Community support
Labor support

4. Proper timing and a practical timetable. Although they appear here under a mutual heading, these are quite different things. Proper timing depends chiefly upon a thorough knowledge of circumstances which may effect giving. These may be either inside or outside the university. A college in an area dominated by a single industry,

to cite an obvious example, would be ill-advised to start a fund raising campaign when that industry is in a downtrend. A series of research developments on the campus may create a highly favorable situation; a change, or even the possibility of a change, in the tax laws will almost invariably have an effect. (It should be noted that effects are sometimes difficult to assess in advance; the president of an eastern college who attended the Greenbrier meeting reported that his institution had one of the most successful annual giving campaigns in history shortly after being accused in national headlines of harboring Communists on the faculty.)

Generally, good timing depends upon thorough information combined with good judgment on the part of the officer in charge; experience is a most valuable asset. It is also important that the college have enough flexibility in its financial situation to wait for the right time. Timing should not be dictated entirely by the pressure of need.

The function of the timetable is to keep the organization of a giving campaign tight; to give the short-range campaign a beginning and an end and the long-range program a method of measuring progress. Planning a timetable also encourages the necessary process of deciding which appeals have priority, and what kind of campaign is most suitable to each.

5. Co-ordination with similar efforts on and off campus.

Despite the obvious importance of this element, the potential giver still is likely to be solicited several times in a short period for contributions to different causes within the same institution. One business representative at the ACPRA-AAC conference reported three unrelated requests from the same institution within two weeks. This not only exhausts the patience of the potential giver, it also implies that the management practices of the institution leave something to be desired.

A multiplicity of appeals at one time from one institution can be successful; all giving does not have to be wrapped up in a single campaign. A careful co-ordination of lists of potential givers, however, is essential, and the particularly promising territory must be precisely assigned to avoid duplication.

This can create some knotty problems. Is the wealthy alumnus to be approached by the alumni fund, or by a representative of the capital campaign? Should his contribution be credited to the regular alumni campaign, or to the special program? If a corporation seems likely to make a substantial contribution and an alumnus is its vice-president, should the alumni executive make the approach?

These problems must be solved, and the people who discussed them at length at the Greenbrier agreed upon two essentials: First, the organizational pattern must provide for a final authority in making such decisions—he has been referred to here as the co-ordinating officer; second, co-operation is always much easier if it makes no difference who gets the credit. The first is a matter of administrative structure, which is discussed further below. The second is primarily a matter of spirit and attitude.

Organization of Fund Raising Activities

Each of the three main areas discussed in this report—public relations, alumni relations, and fund raising—must be closely co-ordinated with the other two. There is something of a distinction which sets fund raising apart, however. Public relations and alumni activity must be co-ordinated in order that they do not work at cross purposes in seeking the same general objectives. This is also true of fund raising, but fund raising has a unique characteristic: It is dependent upon preparatory and continuing work in the other two areas. Its effectiveness derives clearly from them. An organizational pattern which expedites this is therefore essential, and the general principle discussed in the first chapter of this report provides this kind of command.

It has been reiterated throughout this document that no single detailed organizational plan will hold for all institutions. The following principles, however, apply to the solicitation of financial support in most situations.

1. The organizational pattern must provide easy communication with the areas of public relations and alumni activity. Access to alumni records—preferably in the form of a master file serving several administrative areas—is essential, as well as access to material on current students. A formal system of communication, involving regular meetings and conferences, is indicated along with the informal day-to-day talk which is always necessary. To repeat, the *pattern* must contain this quality. The fact that current tenants of the fund raising, alumni, and public relations posts are good friends of equal status who operate efficiently without formal structure is no guarantee that the system will work well if the friendships break up or men move on to other jobs. In fact, even a sincere desire to co-operate does not insure continuous communication and effective co-ordination.

2. There must be a source of authority to make final decisions

when questions of jurisdiction arise. It was suggested in the Greenbrier meeting that if there is no over-all co-ordinator, one of three will probably show qualities of leadership strong enough to merit his being given authority, and that this decision has to be made in terms of personalities. The obvious difficulty with this system, it was also pointed out, is that leadership under such circumstances is difficult to evaluate.

3. The fund raiser should, in most cases, have status equal with that of the public relations officer and the alumni executive. Assuming some kind of ultimate command exists, co-operation between equals generally produces better results. The fact that the fund raiser has but one principal objective does not make him a mechanic who should be subordinate to the big-picture planners of the public relations and alumni offices; nor does the fact that he sometimes produces spectacular and tangible results make him superior.

4. The necessity for a reasonably well-defined organization and a designation of authority does not mean that a heavy-handed authoritarianism is required. The fact that bones are necessary does not mean that they have to show. The constant sharing of information, the threshing out of problems by consensus, the common feeling that grows out of commitment to a common institution, and a willingness to waive individual credit will make any organization operate more effectively.

5. Generally, the ACPRA-AAC conferees seemed to feel that fund raising does not have to be a policy job—but that the fund raiser should sit in on policy meetings and be kept informed of policy at all times. The point was also made that few people actually want to *make* policy, but that those with an active interest involved want to feel that they share in it, and that this feeling comes through being constantly informed.

The question of the fund raiser's having direct access to the college president was discussed in a context that indicated the requirements of the situation should dictate the pattern. Two of the presidents present specified strongly that they did not want any other officer between them and the fund raiser; however, here again, accessibility and the desire for direct internal communication need not interfere with the major framework which has been created to encourage harmony and teamwork on the part of co-workers.

Finally: Some General Observations

The discussions concerning financial support at the conference were, in a sense, more discursive than those concerning public relations and alumni relations. This perhaps is accounted for by the fact that fund raising is still a highly individualistic business, full of constant surprises, both good and bad; it is an area where the desire to swap experiences seems to dominate more orderly varieties of talk. In addition, there is little literature on the subject, and a great need for study and research.

The following observations, growing out of the conference discussions, do not fit neatly into a pattern of report organization. All, however, seem to be both relevant and interesting.

Fund raising and the tax-supported institution. Only in the area of financial support was any particular cleavage of interest visible in the Greenbrier meeting. The chief source of support of the state institutions is the legislature, and the elements of effective campaign for legislative appropriations were not discussed in any detail. The point was made, however, that state institutions which have a fund raising office normally do *not* give it charge of the presentation to the legislature or other appropriating body. In most cases, this is the responsibility of the top of the administrative echelon, the president's office, which will make use of the public relations and alumni office to the fullest extent; in most cases, the public relations office has the essential detailed responsibility for the preparation of materials. The legislative presentation generally is so detailed and requires so much effort from so many different sources and is obviously of such importance that the president must assume his position as the chief legislative relations officer. How much he delegates, and to whom, is a matter for his decision.

Thus, although the early sections of this chapter dealing with the necessary conditions for a good fund raising program do apply to the tax-supported institution—as well as the essential elements of the program itself—the material regarding organization is less applicable.

Some state universities do not as yet have a fund raising office separate from the legislative program, but the number shrinks steadily. Actually, the burgeoning demands upon the great state universities for mass higher education in the next two decades make much more elaborate private support necessary. Programs for money raising, quite apart from tax bodies, have to be developed. And the organizational requirements discussed here apply to this function in the public institution as well as the private.

What should a fund raising campaign cost? The only possible answer, unsatisfactory as it may be, is simply: "Enough to get the job done." The keynote speaker in this area at the Greenbrier meeting pointed out that, normally, costs for short-range, intensive campaigns run between four and fifteen per cent of the final product. Roughly speaking, the larger the campaign, the smaller the cost in terms of percentage. This does not constitute a yardstick, however; it only represents past experience.

Annual funds and special campaigns. The meshing of regular annual giving programs and special campaigns can present serious problems. The alumnus who gives substantially to a special campaign, for example, may well feel this removes his obligation for regular yearly giving. Obviously, the best solution would lie in persuading him to keep up both; in cases where this is impossible, however, some institutions choose to maintain the regular pattern. Annual giving performs in the same way as endowment, and its importance may be critical. Two major institutions represented at the ACPRA-AAC conference pointed out that they had abandoned certain special campaigns to avoid possible conflict. This is one of the areas in which co-ordination and executive decision is essential if conflict is to be avoided. Several institutions have avoided the conflict by careful definitions, good communications, and co-ordinated effort.

It was said earlier that the fund raiser should find zest and satisfaction in his work. He should also find both humility and dignity in it. His satisfaction grows not only from a comfortably mounting column of figures; it comes also from giving others satisfaction. The support of education has been found a most rewarding activity by many men and women; it is a critical function in our society. The people in the fund raising program of the college or university must not only convince others of this. They must believe it themselves.

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CONCLUSION

THE MAIN CONCLUSIONS of the Greenbrier conference and the study of which it was a part can be summarized briefly in propositions:

1. That not only do the *functions* of public relations, alumni relations, and fund raising exist in some form on each of our campuses, but there was general agreement on the growing importance, the objectives, and the ingredients of sound programs in each of these functional areas;
2. That each one of these major functions is an essential part of a broadly conceived program of institutional advancement;
3. That the need for organizational and administrative co-ordination of these and related functions *is* essential;
4. That while there is no single "best" organizational pattern for achieving this administrative co-ordination at the institutional level, yet in the administration of each college or university, regardless of size or type, there are some common principles and practices of good organization and management that are equally applicable;
5. That the decision as to what *is* the most appropriate organizational pattern for any given institution is obviously a decision to be made by that institution;
6. That there was a clear recognition of the need for an upgrading of the qualifications of the personnel performing administrative duties in these areas of institutional administration;
7. That while there was no agreement on any percentage formula for budgetary allocation for these institutional functions (since any one institution may have far

> greater need for intensified effort than other institutions), there appeared to be general agreement on the need to *increase* proportionately the budgetary allocations for these activities.

The main conclusion to be drawn from this study is that a new area of administration in higher education has developed which requires recognition and accommodation. In this report, we have tried to sketch out the basic pattern of organization which the times seem to require for most colleges and universities. It has been emphasized that this new area must be seen in terms of functions, and the necessity to discharge them in a co-ordinated fashion, regardless of the numbers of people involved.

It has been said here that the function of the co-ordinating officer is of new and demanding importance; that better co-operation and integration between the areas of public relations, alumni activity, and fund raising require their participation in a unified command. Each of these specialties has been discussed in some detail, pointing out the ways in which those attending the Greenbrier meeting felt these jobs could be best performed, the ways in which they should be interrelated. There has been talk about the best places to find talent for these jobs, and the ways of evaluating performance and programs.

There has been, in short, much talk about organization structure and such fine Organization Man words as "co-ordination" and "implementation" and "facilitating." There has been little talk about the public which must, in the future, support education in manifold expanding ways. There has been little talk about faculty, and what talk there is, alas, might give the casual reader the impression that college teachers are simply units near the bottom of the chart. There has been almost no talk about students. The report in this respect misrepresents the Greenbrier discussion, throughout which there were repeated references to the basic importance of these people.

For teachers and students are at the heart of the process; they are the only reason for which the organization chart exists. It is their welfare (and, through them, the nation's welfare) in the demanding times ahead that is the primary concern of all who work in education.

In the future, higher education must have public support on an unprecedented scale. If our constantly increasing number of students is to be better trained, if our science is to conquer the new world of space and make our old world a better place in which to live, the American people must invest not only their money but their very souls in the complex, diverse American enterprise of higher education. Most educators are confident that the American people will, indeed, do this; they could not continue in their work if they believed otherwise.

But if higher education is to deserve that support, it must provide contributions of its own. One of those contributions is efficient management and the ability to make the most of new opportunities. To grow in the ways which the times demand, higher education must have its house in order.

It is the hope of this committee that these studies will provide some help toward that end.

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APPENDIX ONE: "MODERNIZING MARK HOPKINS"

APPENDIX ONE:
"MODERNIZING MARK HOPKINS"

PAUL C. REINERT, S.J.
President
St. Louis University

BACK IN 1871 James A. Garfield, onetime professor of classical languages and, later, President of the United States, was addressing the alumni of Williams College. "Give me a log hut," he said, "with only a simple bench, Mark Hopkins on one end and I on the other, and you may have all the buildings, apparatus, and libraries without him." In other words, Garfield was emphasizing that the essential function of education consists solely in establishing a relationship between a great teacher like Mark Hopkins on one end of a log bench and a typical student like himself on the other. Nearly a century later, this process of teaching and learning, in keeping with most facets of American life, has exchanged beautiful simplicity for what often seems chaotic complexity. Today the teacher Mark Hopkins has been replaced by thousands of professors in a hundred different specialized departments; James Garfield, the student, has been multiplied into institutional enrollments numbering ten, twenty, even thirty thousand; the log bench on which they sat has grown into magnificent laboratories, libraries, student unions, and dormitories; and this whole bewildering process of bringing teacher and student together has become one of the most expensive undertakings that either government or private philanthropy has ever tried to support.

The most fundamental point which I think needs emphasis as we begin this conference is that no matter how complex the apparatus of higher education may become, we cannot dare to lose sight of the essential nature of the learning process. What is that? *The stimulation of a young mind by a wiser one to pursue and explore and embrace truth.* The primary mission of a college or university is to provide the ideal environment in which a human being may be motivated to reach the highest level of maturity through the acquisition of knowledge and wisdom. Insofar as we educators contribute to creating and maintaining that environment we are a success; insofar as we hinder or violate that environment we are a failure, whether we are administrators, teachers, public relations or development officers.

Fundamentally, what is happening today is that communication from the universities to the public and from the public to the universities has been intensified. Our stake in keeping the public correctly informed is much dearer to us than ever before. I can exemplify most tangibly what is happening by pointing to my own institution—a medium-sized independent university—where in the last seven years alone we have brought together functions which in 1950 required the services of only two men and two stenographers and have combined them into an administrative area with six executives, three professional staff members and eight stenographers under the direction of a vice-president. I am endeavoring to make only one point—that the task we all now recognize as essential, namely, a two-way flow of information between higher education and its publics, has led to the creation of a new area of educational administration and to a unique kind of educational officer who obviously must possess far-reaching responsibility and commensurate authority.

It is this expanding function of development and public relations which has led to this conference devoted to a study of management functions separately and the problem of grouping these functions into a sound organizational pattern. I assume that one reason why a study of this kind, though so obviously needed, has taken so long to materialize is that the two organizations most logically concerned, ACPRA and AAC, have shied away from the subject for fear of treading on the other's territory. Their hesitancy to avoid trespassing has now been recognized, I think, as a disservice to their members and to higher education. It is much to the credit of both organizations that they have made this very significant *co-operative* attack on such a pressing problem.

I. The "Professional Soldier" Theory

One of our most fundamental tasks is to explode within our own academic walls what I like to call the 'professional soldier' theory of development and public relations. According to this theory, if your college decides it needs money or wants to "improve its public relations," you go out and find an expert and add him to your full-time staff, or you retain professional counsel, or both. Then the rest of the institution sits back and waits for results. Very few college or university presidents would subscribe to this absurd extreme, but there are large numbers of faculty and academic administrators who do not comprehend the essence of the development-public relations function. As I see it, your work is not a process of doing something in place of them so that the faculty and academic administration can argue that the "professional" is doing the development-public relations job *for* them. Rather your task is the process of bringing *them together with the public,* whether that public be students, alumni, business, legislatures, trustees, or what have you.

The only method by which we can explode the "professional soldier" theory is to convince the individual college teacher that *he* is the key development-public relations person.

Your function is that of "bringing together," not of substituting for the faculty in its relationship to the public. This function is easiest to understand when it is intended to create immediate direct results—a gift, for example. But more often this "bringing together" of faculty and public is needed to contribute to a proper understanding or even to an awareness of the institution. In spite of all the efforts expended, the lack of public knowledge about the typical college or university is absolutely unbelievable.

On the one hand, therefore, it is abundantly clear that we still have a long way to go in accomplishing the primary function of public relations and development, that of 'bringing together' our faculty and our institution with its many publics. On the other, the key problem in trying to achieve this objective is dispelling from the minds of the academicians the false assumption that the "professional P.R. soldiers" are solely responsible for this job. The first problem is this: How do you convince the faculty that you do not do the public relations-development job, but that the best you can do is to help them get the job done?

II. The Over-Simplified "Communications" Theory

There is a second serious problem to be faced, a second theory to be exploded, and one which is closely related to the first theory just discussed. Not only must the professors and deans be aware of their direct role in public relations and development, but we must also bring everyone to the realization that the key to understanding on the part of our publics is *involvement,* not merely the over-simplified notion of communications. Lay appreciation of the educational process will never be achieved without involving them in the process. Neither stepping up the number of news releases nor resorting to the latest communications techniques will by themselves achieve public understanding. Nothing short of direct participation and involvement will suffice.

And let's not minimize the difficulty of putting the principle of involvement into practice. It can be a very painful process. First of all, our publics—alumni, businessmen—are engrossed in a multiplicity of problems of their own, and understandably they resist any effort to involve them to the extent of devoting time and effort to our cause. Secondly, if they suspect that involvement is really aimed only at getting them to give money themselves or getting others to give, the resistance is intensified. Thirdly, active, continuing participation of the public in educational matters other than fund raising bristles with all sorts of thorny problems. For example, if you do not give participating groups all of the most intimate facts about your institution, you may be judged guilty of deceit and insincerity. On the other hand, open access to everything in the institution can sometimes lead to outside control and to conflicts on academic, professional policies which certainly are the prerogative of the faculty and the institutional administrators. Again, *lay* participation cannot endure unless it is a two-way process in which the faculty is also willing to give of its time and effort to make such participation stimulating and profitable. Yet, in spite of these and hundreds of other difficulties, there is no other way in which public understanding can be achieved except through various forms of continuing lay participation.

In promoting such participation, your role as a public relations-development officer is again a unique and difficult one. The teacher's task in the classroom is reasonably self-contained; he is sufficient unto himself. Give an engineer some iron and he can build a bridge. Give a surgeon a scalpel and a man with an infected appendix and he can perform an operation. These men are all important for what they can do; you are not valuable for what you do so much as for what you can get others to do. Your job is not self-contained; the effectiveness of your accomplishment lies outside yourself—getting the internal faculty and academic administrators involved in continuing participation with the external publics with a view of establishing mutual understanding.

III. Qualifications of a Public Relations-Development Officer

Now if you are not already hopelessly discouraged by the unique difficulties which I think are identified with your position, I would like to conclude briefly with a listing of some of the most important qualities which I think you must possess to meet the demands implied.

1) We assume that you possess the professional techniques which can give us the services we need: writing and communications skills,

organizational abilities, knowledge of the community. The program which you must help to conduct should produce benefits far more comprehensive than newspaper print and greenbacks. The tricks of your trade are a very important but only a small portion of what must go into the making of a successful public relations-development officer.

2) You must acquire a deep, genuine understanding of the educational process, above all, of its ultimate purposes. To understand education, one must understand Mark Hopkins; understand that, though there are exceptions as in all professions, the college teacher is basically a person extraordinarily devoted and dedicated to learning. Typically, he loves wisdom and knowledge for its own intrinsic value, and hence he is congenitally allergic to associating learning with materialistic concepts—money, glamor, publicity. To him, the introduction of commercial "selling" techniques into the educational process is the worst kind of prostitution. Let me emphasize that I am not arguing that the attitudes of college professors in these and other matters are always above reproach—far from it. But here is a situation which you as a member of the college or university team must recognize as a fact to be reckoned with as you work with each Mark Hopkins on your campus.

3) Not only must you understand the educational process and profession thoroughly; you must know perfectly the special problems in your own institution. If you move from one to another, the worst mistake possible would be to assume that the problems in the second college are about the same as in the first. In my experience, the academic officers—deans, directors of departments, and all who are responsible for educational policy—harbor two basic fears about you people. First, they are afraid that you will misrepresent the institution because you really have only a very superficial knowledge of what is going on. Second, they are apprehensive that in order to achieve your purposes, however legitimate, you are dedicated to changing the essential educational operations within the institution. There have been just enough blunders on the part of some of your brethren to give credence to these fears.

4) You must be willing to be admitted to membership in the educational family on the basis of merit, not by reason of title or by executive legislation. An instructor on the staff his first year does not expect to be appointed to faculty committees charged with far-reaching policy decisions. Likewise, the public relations or development officer should be given open access to whatever information

he needs immediately to do effective work, but he must deserve the right to participate in important educational discussion and decision only through a capacity for policy-making that has been demonstrated by his interest, understanding, loyalty, and lengthy service.

5) In describing the unique difficulties of your position earlier, I said that it is not so much what you do as what you get others to do that is important. One of the qualities necessary for success, however, is the ability not to misunderstand or abuse this principle. It is true that the essential activities in public relations and development must be done by the faculty and the lay public. But this does not mean that there are not many very important things which you alone must do. Yours is the behind-the-scene task of providing the services which the faculty and the volunteer participant have neither time nor skill to perform themselves. You all know the work I am referring to: from typing, listing, furnishing information, and making appointments to much more important jobs such as stimulating ideas. The faculty particularly must become convinced from your day-to-day attitude that you are really dedicated to working for them. Instead I have seen the idea get abroad among the faculty with some justification that the job of the public relations man is to think up more work for already over-burdened teachers. Service to the essential actors in the drama of public relations and development is essential.

6) As I list the qualities I consider crucial for your success, may I exhort you to cultivate unbounded patience and humility. Public relations and development in the college and university world is still a very young idea. The average college teacher, dean, or president can be expected to accept only so much of you and your ideas on faith. The rest must wait for and depend on actual performance. The old adage has never had a truer application than in this field: "Nothing succeeds like success." You must be willing, therefore, to move ahead slowly and constructively. If you want recognition, you'll never get it by worrying because your efforts are going unnoticed. Keep remembering what Ralph Waldo Emerson said: "There is no limit to what can be accomplished if it doesn't matter who gets the credit." Boisterous condemnation of the lack of understanding and enthusiasm on the part of the benighted faculty, maybe even of the administration, will only end in disaster and the tragedy of starting all over again. So, pray for the patience and humility.

7) Finally, as a public relations or development officer in a

college or university, remember that you are essentially a unique kind of salesman for higher education. The world is full of salesmen, some of them so unscrupulous they would convince an Eskimo in our forty-ninth state he needs a refrigerator; others are peddling worthless products to unsuspecting, gullible victims. But you must be a salesman or saleswoman of professional integrity. You are selling a genuine quality product, one of the most valuable possessions in the world—human wisdom. Yours should be the same dedication, the same spiritual motivation as that of Mark Hopkins and all great teachers. And this moral integrity is not something you can put on outside your real self like an academic cap and gown. No, it must be part of your very inner being. The financial support, the future students, the public understanding you are seeking for your institution—all these and much else will be forthcoming only if it is obvious that you are motivated by the conviction that nurturing within yourself the precious possession of human wisdom and moral integrity, you are driven on with a fierce desire to share this pearl of great price with others. Only this sincerely genuine motivation will keep you on the job, determined to establish that continuing colloquium, that never-ending conversation between Mark Hopkins and his publics, determined to modernize Mark Hopkins without changing one whit the essential characteristics of the learning process, determined through your public relations and development offices thus to preserve by means of a strong higher educational system the wisdom and the values without which our best American traditions cannot be handed on to the generations who will come after us.

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APPENDIX TWO: CONFEREES

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ARTHUR S. ADAMS
President
American Council on Education

ROBERT C. ANDERSON
Director
Southern Regional Education Board
Atlanta, Georgia

BRADFORD D. ANSLEY
Director of Development and
Public Relations
Emory University
Emory University, Georgia

JAMES W. ARMSEY
Associate Program Director
Education Division
The Ford Foundation
New York, New York

JAMES E. ARMSTRONG
Alumni Secretary
Assistant Director
of the Notre Dame Foundation
University of Notre Dame
Notre Dame, Indiana

FRANK L. ASHMORE
Director of Development
Randolph-Macon Woman's College
Lynchburg, Virginia

NORMAN P. AUBURN
President
University of Akron
Akron, Ohio

E. ROSS BARTLEY
Director
News Bureau
Indiana University
Bloomington, Indiana

RAYMOND E. BECKHAM
Director of Alumni Relations
Brigham Young University
Provo, Utah

SARAH GIBSON BLANDING
President
Vassar College
Poughkeepsie, New York

ARTHUR L. BRANDON
Vice President
New York University
New York, New York

W. HOWARD CHASE
President
Communications Counselors, Inc.
New York, New York

DAVID M. CHURCH
Executive Director
American Association
of Fund-Raising Counsel
New York, New York

GEORGE J. COOKE, JR.
Executive Director
Princeton University Fund
Princeton, New Jersey

JOHN J. CORSON
Vice President
McKinsey & Company
New York, New York

HOWARD S. CURTIS
Secretary of the University
Brown University
Providence, Rhode Island

Carter Davidson
President
Union College
Schenectady, New York

Evelyn Deane
Executive Secretary
Alumnae Association
Mills College
Oakland, California

James H. Denison
Assistant to the President
Michigan State University
East Lansing, Michigan

Robert F. Duncan
Kersting, Brown and Company
New York, New York

J. Ollie Edmunds
President
John B. Stetson University
De Land, Florida

Paul J. Franz, Jr.
Assistant to the President
Lehigh University
Bethlehem, Pennsylvania

John B. Fullen
Alumni Secretary
Ohio State University
Columbus, Ohio

Edmund J. Gleazer, Jr.
President
American Association of
Junior Colleges
Washington, D. C.

Thomas A. Gonser
Gonser and Gerber
Chicago, Illinois

J. Alfred Guest
Secretary
Alumni Council
Amherst College
Amherst, Massachusetts

Virgil M. Hancher
President
State University of Iowa
Iowa City, Iowa

H. J. Heneman
Partner
Cresap, McCormick & Paget
New York, New York

Horace W. Hewlett
Director of Public Relations
Amherst College
Amherst, Massachusetts

Ernest V. Hollis
Director
College and University
Administration Branch
Division of Higher Education
United States Office of Education
Washington, D. C.

E. H. Hopkins
Vice Chancellor
for University Development
Washington University
St. Louis, Missouri

W. Noel Johnston
Executive Director
American College Public
Relations Association
Washington, D. C.

Waldo C. M. Johnston
Executive Secretary
Alumni Board
Yale University
New Haven, Connecticut

James R. Jordan
President (1957-58)
American College Public
Relations Association
Director of University Relations
State University of Iowa
Iowa City, Iowa

Alan W. MacCarthy
Director
Development Council
University of Michigan
Ann Arbor, Michigan

Arnaud C. Marts
Chairman of the Board
Marts & Lundy, Incorporated
New York, New York

Stanley E. McCaffrey
Vice President-Executive Assistant
University of California
Berkeley, California

O. C. McCreery
Director of Personnel Relations
Aluminum Company of America
Pittsburgh, Pennsylvania

Charles P. McCurdy, Jr.
Executive Secretary
The State Universities Association
Washington, D. C.

E. E. McQuillen
Executive Director
Development Fund
Texas A & M University
College Station, Texas

J. L. Morrill
President
University of Minnesota
Minneapolis, Minnesota

Howard W. Mort
President (1957-58)
American Alumni Council
Executive Director
Alumni Association
University of Chicago
Chicago, Illinois

Lyle M. Nelson
Director of University Relations
University of Michigan
Ann Arbor, Michigan

Carroll V. Newsom
President
New York University
New York, New York

Quigg Newton
President
University of Colorado
Boulder, Colorado

Marvin G. Osborn, Jr.
Public Relations Adviser
Washington University
St. Louis, Missouri

Kenneth G. Patrick
Manager of Educational Relations
General Electric Company
New York, New York

Richard H. Plock
Secretary
Association of Governing Boards
of State Universities and
Allied Institutions
Pryor, Hale, Plock, Riley & Jones
Burlington, Iowa

Lynn D. Poole
Director of Public Relations
Johns Hopkins University
Baltimore, Maryland

Francis C. Pray
Public Relations Counselor
University of Pittsburgh
Pittsburgh, Pennsylvania

W. Emerson Reck
Vice President and General
Secretary
Wittenberg College
Springfield, Ohio

Paul C. Reinert, S.J.
President
St. Louis University
St. Louis, Missouri

Walter E. Remmers
Vice President
Union Carbide Corporation
New York, New York

Arthur J. Schaefer
Vice President
for Public Relations
and Development
DePaul University
Chicago, Illinois

Ethan A. H. Shepley
Chancellor
Washington University
St. Louis, Missouri

Courtney C. Smith
President
Swarthmore College
Swarthmore, Pennsylvania

Donald E. Smith
President (1958-59)
American Alumni Council
Director of University Relations
University of Rochester
Rochester, New York

Ernest T. Stewart
Executive Director
American Alumni Council
Washington, D. C.

Clarence C. Stoughton
President
Wittenberg College
Springfield, Ohio

RUSSELL I. THACKREY

Executive Secretary
American Association of Land-Grant
Colleges and State Universities
Washington, D. C.

W. HOMER TURNER

Executive Director
United States Steel Foundation, Inc.
New York, New York

T. W. VAN ARSDALE, JR.

Executive Vice President
Worcester Polytechnic Institute
Worcester, Massachusetts

A. C. VAN DUSEN

Assistant Chancellor
Planning and Development
University of Pittsburgh
Pittsburgh, Pennsylvania

EDWARD P. VONDERHAAR

Director of Public Relations
Xavier University
Cincinnati, Ohio

H. LAWRENCE WILSEY

Director
Division of Education Administration
Booz, Allen & Hamilton
Chicago, Illinois

O. MEREDITH WILSON

President
University of Oregon
Eugene, Oregon

JAMES C. WORTHY

Vice President
Sears, Roebuck and Company
Chicago, Illinois

Conference Planning Consultant

EUGENE I. JOHNSON

Director
Civic Education
and Television Activities
Washington University
St. Louis, Missouri

Editor of the Conference Report

WILLIAM E. PORTER

Associate Professor of Journalism
State University of Iowa
Iowa City, Iowa

Special Speaker

GEORGE BOAS

Professor
of the History of Philosophy
Johns Hopkins University
Baltimore, Maryland

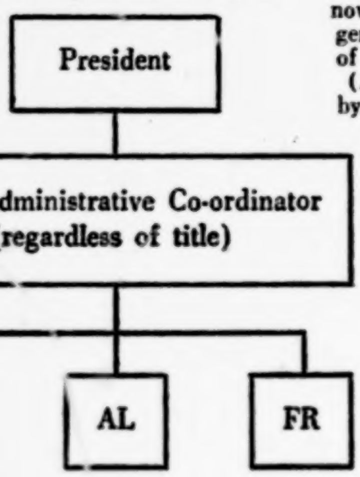
APPENDIX THREE: QUESTIONNAIRE SUMMARY

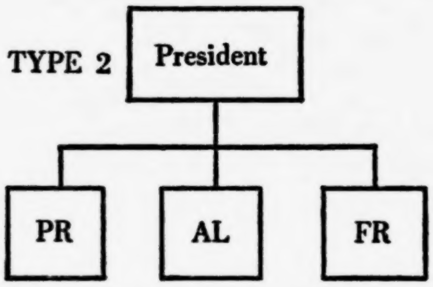
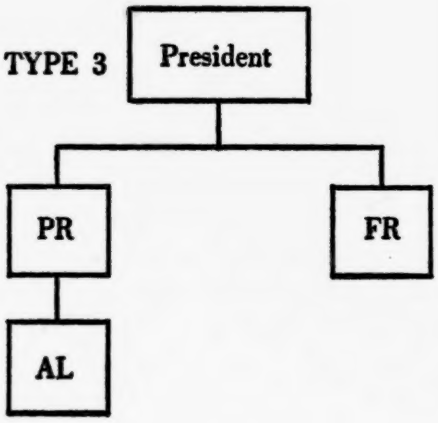
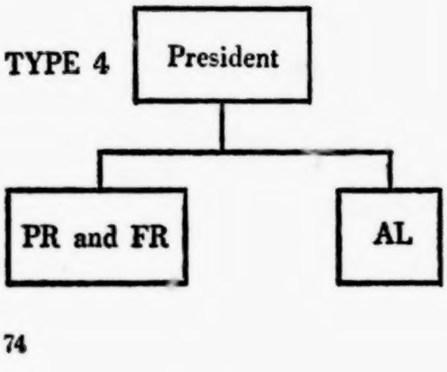
APPENDIX THREE:
ACPRA QUESTIONNAIRE STUDIES

EARLY in the deliberations of the American College Public Relations Association Study Committee, it was believed desirable to seek opinions concerning the basic problems being studied from the members of the American College Public Relations Association and from college and university presidents.

The questionnaire which was sent to college and university presidents was concerned solely with present institutional organizational patterns for the administrative handling of public relations, alumni relations, fund raising and legislative relations, and other related activities. On the other hand, the questionnaire sent to the members of the American College Public Relations Association asked, among other things, for personal recommendations regarding the most desirable or "ideal" organizational pattern for discharging most effectively the institutional responsibilities in these areas.

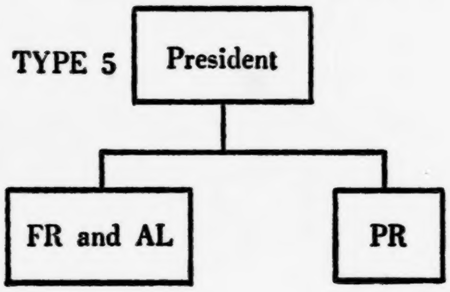
The results of those parts of the questionnaires having to do with internal organizational patterns are indicated below.

	Internal Organizational Patterns	Institutions now having this general pattern of organization (As reported by presidents)	Those believing this the ideal general pattern of organization (As reported by ACPRA members)
TYPE 1	 President Chief Administrative Co-ordinator (regardless of title) PR AL FR	19.8%	86.4%

Internal Organizational Patterns		Institutions now having this general pattern of organization (As reported by presidents)	Those believing this the ideal general pattern of organization (As reported by ACPRA members)
TYPE 2	 President PR AL FR	16.3%	9.1%
TYPE 3	 President PR FR AL	4.7%	1.8%
TYPE 4	 President PR and FR AL	11.4%	1.2%

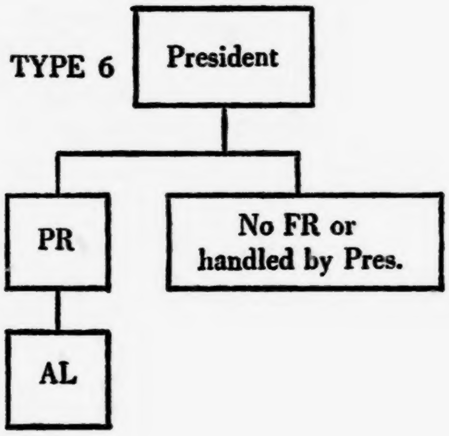
Internal Organizational Patterns	Institutions now having this general pattern of organization (As reported by presidents)	Those believing this the ideal general pattern of organization (As reported by ACPRA members)
TYPE 5	6.6%	.61%
TYPE 6	10.1%	0%
TYPE 7	22.4%	.61%

TYPE 5


President
FR and AL
PR

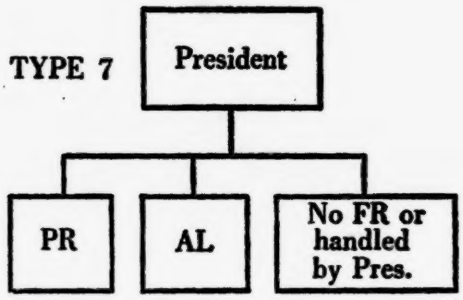
6.6% .61%

TYPE 6

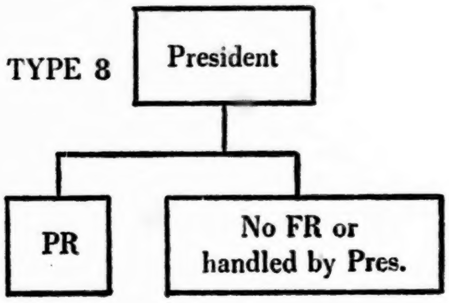

President
PR
No FR or handled by Pres.
AL

10.1% 0%

TYPE 7


President
PR
AL
No FR or handled by Pres.

22.4% .61%

Internal Organizational Patterns	Institutions now having this general pattern of organization (As reported by presidents)	Those believing this the ideal general pattern of organization (As reported by ACPRA members)
TYPE 8 	8.2%	0%

(Insufficient information concerning existing internal organizational patterns was received on 1.8% of the questionnaires and concerning the ideal patterns on 2.66% of the questionnaires.)

Institutions Reporting:	*Questionnaire to ACPRA Members*	*Questionnaire to Presidents*
Tax-supported	65	131
Private	69	104
Church-supported	33	40
Independent church-related	54	110
TOTAL	221	385

E. H. Hopkins, Chairman
ACPRA Study Committee

APPENDIX FOUR: SIGNIFICANT QUOTATIONS

APPENDIX FOUR:
SIGNIFICANT QUOTATIONS

What Is Public Relations?

. . . the public relations of any institution can be defined as the sum total of all the impressions made by the institution itself and the various persons connected with it.

W. EMERSON RECK,
Public Relations (New York:
Harper & Brothers, 1946), p. 8.

What Public Relations Is Not

There are an amazing number of misconceptions current regarding public relations. Many of these are perhaps due to the complex and varied nature of the subject itself, but most of them come from the identification of public relations with the mechanics of its media. . . .

As a result much activity that goes by the name of public relations is not only ineffectual, but a snare and a delusion. It accounts for the endless press releases that pile up daily on the newspaper's city desk—which, in the majority of cases, never get beyond that desk. . . . It accounts for public relations departments which have never seen or helped to determine the policies and objectives of the organizations to which they are attached. It accounts for temporary or sporadic publicity spurts, with no continuity, direction, or permanence. It accounts for the employment of low-level talent in public relations, when highly competent professional assistance is required. And finally, on the recipient's side, it accounts for the boredom and indifference we have all experienced when we are besieged by too many ineffectual letters, mailing pieces, radio broadcasts, and other competing items that bear no immediate relation to our present interests, needs, or preferences.

ARNOLD F. EMCH,
"The Diagnosis of Public Relations Problems," an address before a public relations conference of Group Hospital Service, Inc., July 17, 1957.

Public Understanding—An Immediate Necessity

Our whole democratic system is built upon the assumption that the people at large will understand and share the objectives of education. That the people have in some measure understood them is suggested by the tremendous support they have given to education and by the vital nature of its growth. But the decades ahead offer an unexampled challenge to public understanding. The American people will face a problem of unprecedented dimensions in financing all levels of education. The crowding in our schools has become so central to our national life, so intimately related to our hopes and—unfortunately—to our anxieties, that it may easily become the subject of public controversy, the scapegoat of demagogues, or the stew into which we toss all our leftover aspirations.

Now the truth is that measured against this challenge, public understanding of American higher education leaves much to be desired. And it must be admitted that this is partly the fault of our educational leaders. They have failed to bring before the American people with sufficient vigor and sufficient clarity the nature and the problems of American higher education. Such an effort to educate the American public must not be longer postponed. Informed Americans must understand the role which the colleges and universities play in American life. And they must understand the conditions which are essential to its survival—adequate financing, a strong teaching profession, academic freedom, diversity and adaptability. . . .

If the American public does not understand what its colleges and universities are about and is not willing to learn, nothing can save them.

Fifty-Second Annual Report, The Carnegie Foundation for the Advancement of Teaching, 1956-57.

One of the most important unsolved problems in the relations of higher education to its public is the lack of machinery to give the American people a comprehensive, objective, multiple-dimensional view of their colleges and universities, and to do so repeatedly and continuously.

DAVID D. HENRY,
"Higher Education and the American Public," *Higher Education and the Society It Serves* (Washington: American Council on Education), p. 9.

Cost of Public Relations Mismanagement

Organizing public relations is a challenge to managerial competence which requires all the skill in structuring and in identifying talent which top managers have successfully applied to their functions. So far it has received less attention that it deserves because the penalties of poor management so often turn up under other labels.

If the full price of public relations mismanagement could be segregated and identified on the books, top management would make sure it had the best public relations director it could find and then would give him the authority, organization, and freedom needed to hold him responsible for the public understanding of the company.

CAROLINE BIRD and THOMAS D. YUTZY, "You Have to Manage Public Relations," *Harvard Business Review*, November-December, 1957, p. 65.

Alumni Programs—Why?

Our institutions are spending ever-increasing amounts of money and effort to develop and expand alumni programs. Why? Here are some of the possible goals for such programs:

1. To heighten alumni interest, leading to greater alumni participation in the life of the institution.
2. To raise money.
3. To utilize alumni experience and "know-how" in solving institutional problems.
4. To recruit better students, and to increase the enrollment of qualified sons and daughters of alumni.
5. To offer vocational guidance and placement opportunities for alumni.
6. To provide programs of continuing education for alumni.
7. To encourage alumni to participate in civic and community affairs.
8. To publicize the name and prestige of alma mater in local communities.
9. To inform the institution of alumni sentiment in the field.

If we were to put all these goals into a single word, it would be: "Service."

"French Lick Panel Session Reports," *American Alumni Council News*, October-November, 1956, p. 4.

The College and Its Alumni—An Interdependent Relationship

The characteristic relationship between educational institutions and their alumni associations is now one of interdependence. The institutions recognize a responsibility for promoting alumni activities, not only through financial subvention but equally through administrative organization. In many colleges the alumni secretary has the status of a regular member of the administrative staff. Personally, I regard this as a desirable arrangement. At the same time alumni are expected and encouraged to take an increasingly active part in the administrative and academic business of their alma mater, as well as furnish financial support. In the words of President Arthur S. Adams, of the American Council on Education, "They should be asked to assume responsibility, they should have full information, and their opinions on vital matters of university policy should be seriously sought and seriously considered."

THEODORE A. DISTLER,
"Responsibilities of Alumni for Quality in Education," *1955 Yearbook of the American Alumni Council*, p. 39.

Insofar as there has been friction and disharmony (in organized alumni activity), I believe that they arose from the failure to make alumni feel that they were members of the college. They were allowed activity divorced from responsibility, and that is always a disastrous situation. It is as we make headway in expanding the educational aims of the college, as we make real the integration of the alumni organization into the fabric of its manangement, that we can bring to bear every strength essential to the task which educational institutions face in the years ahead.

HENRY M. WRISTON,
"Educating the Alumni about the Problems of Education," *1955 Yearbook of the American Alumni Council*, pp. 31-32.

Financing the Alumni Program

No alumni program as a whole is defensible within the framework of a college budgetary program if it does not fully pay its own way, and in addition yield something more for the support of the college itself. No institution has the right to take tuition payments, endowment income or taxpayers' money to defray the expenses of an alumni program that does not more than carry its own weight. Institutional funds are for education purposes. And if by this test alumni programs are educational they are so only in an adult institution. If the total yield of an alumni giving program does not markedly exceed the cost of operating the alumni office and program (or have any immediate purpose of doing so), then the alumni fund appeal has no right to ask for gift dollars "to support the college's educational program" or "to support scholarship aid."

ARTHUR G. COONS,
"Why Not Abolish Alumni Associations," *1954 Yearbook of the American Alumni Council*, pp. 23-24.

It is of course largely by the extent of the support accorded to a college by its own graduates that the world judges the right of that college to seek cooperation of others in planning for the future. An institution that cannot rally to its financial assistance the men who have taken its degree and whose diploma is their passport into the world is in a poor position to ask assistance from any others. It is not merely what the alumni give; it is the fact that they do give that is of supreme importance.

CHARLES W. ELIOT,
former president of Harvard University.

Defining the Development Function: the Three-Sided Coin

The development function is a relatively new one. It exists everywhere, although in different forms. In some institutions, the problem has been met by simply strengthening the alumni and the public relations offices—by underpinning them with good people, and by giving them assistants to do the leg work, so that they will have time to sit back and think for a few minutes in each month. Other institutions have an entirely independent development office. But whatever the setup, the fact remains that alumni work, public relations work and development work are three sides of the same triangular coin. It also follows that in any given institution the handling of the senior responsibility will depend on the personnel, their effectiveness, and the tradition of that institution.

In sum, the various functions of administration that have had to be delegated by the heads of institutions, owing to the pressures on administration in the 20th century, must be fused into a single whole. There must be a concept clearly delineated, with agreed-upon projects, targets and priorities, if the institution as a whole is to succeed.

WILLIAM G. AVIRETT,
"Driving Six White Horses . . . ," *The "How To" of Educational Fund-Raising* (Washington: American Alumni Council, 1955), pp. 166-170.

Education's New Fourth Estate

The development function is a fairly new concept in educational administration. Its establishment on a college campus has been dictated by institutional need for new money. Organizationally speaking, development too often has been viewed in terms of its measurable end product, with not enough thought given to those essential steps which have to precede fund raising. Consequently, having been considered something new and different, the development function has been superimposed on hitherto existing administrative structures. The result: a marked overlap of administrative responsibility. . . .

If a hypothetical college could set up its development organization in accordance with my views, without having to be concerned with previously existing segments of its administration, I believe that development would be structured as the fourth branch of the college's administration, and that its head would rank with those persons charged with top responsibility for academic affairs, student affairs, and business affairs. Under him would be one or more persons charged with alumni relations, public relations and various types of fund raising. Under the public relations head would be those responsible for the different types of publicity, publications, television, etc.; under the alumni relations head would be those persons responsible for the alumni magazine, the alumni fund and the like.

DONALD E. SMITH,
"Fund Raising or Development," *American Alumni Council News*, April, 1957, p. 32.

The ABC's of Development

In my book, the ABC's of a Development Program are these:

A. A Development Program must spring from a guiding philosophy based on institutional self-analysis and long-term planning.

B. Such a program embraces three main activities for the achievement of its objectives: (1) Public Relations—to build general acceptance for the institution; (2) Fund Raising—to secure support for annual operations and capital improvements; (3) Recruitment—to provide more students of the kind wanted by the institution.

C. The program recognizes the interrelation of public relations, fund raising, and recruitment and the necessity for making them the responsibility of a single adminis-

> trative office—making it possible to put Development into the administrative chart of the institution as a "third function" on an equal basis with the educational-affairs function and the business-affairs function. . . .

So far as organization for effective Development work is concerned, the biggest obstacle is offered by the habits and prejudices of the past. Not only the institutions, but sometimes the professional organizations, and even the professional fund raisers, are resistant to changes of pattern. We have never seen long-term continuity of Development work achieved without really integrated organization; or known of a purely public relations program that brought in money; or found a meaningful alumni program that wasn't tied in closely with the objectives of the institution; or observed an effective recruitment program that wasn't backed by alumni, parents, students, and faculty activity; or seen a Development Program that was anything more than a plan on paper without the people to carry it out. But nothing in the world is going to keep some college officers from having to learn such things the hard way.

THOMAS A. GONSER,
"The Concept of Development," *Gonser and Gerber Bulletin*, January 1958, pp. 1-2.